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ABSTRACT

This curriculum guide, one of a series designed for use in kindergarten and the elementary grades, has been compiled with the recognition that the basic ingredients of a language arts program--composition, speaking, listening, literature, and problem solving--are interrelated and constantly complement one another and that this entire process is enhanced by the development of the child's imagination. Introductory material includes a curriculum diagram for the English language arts, a scope and sequence chart, and a list of resources. The contents are divided into five categories, each relating to language for the first grade. Under these, there are five subcategories: (1) perception, self, others, and world; (2) listening, writing, and oral and body language; (3) usage, semantics, and changes in language; (4) pregrammar, literature, and composition; and (5) capitalization, punctuation, proofreading, and dictionary. For each of these subcategories, the guide outlines the concept, skills, available resources, and helpful activities. Nine appendixes provide additional material related to the level and contents of the guide. (JM)

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Elementary

# ENGLISH/LANGUAGE ARTS

Course of Study

Rochester Public Schools
Independent School District No. 535
Rochester, Minnesota

CS 202 015

BEST AVAILABLE COPY

# A COURSE OF STUDY

in

# ENGLISH LANGUAGE ARTS

for

# GRADE ONE

Rochester Public Schools
Rochester, Minnesota
1974

Dr. J. A. Kinder, Superintendent of Schools
Mr. Everett M. Walton, Assistant Superintendent for Instruction
Mr. Jerry Reynolds, English Consultant

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   - Self
   - Others
   - World

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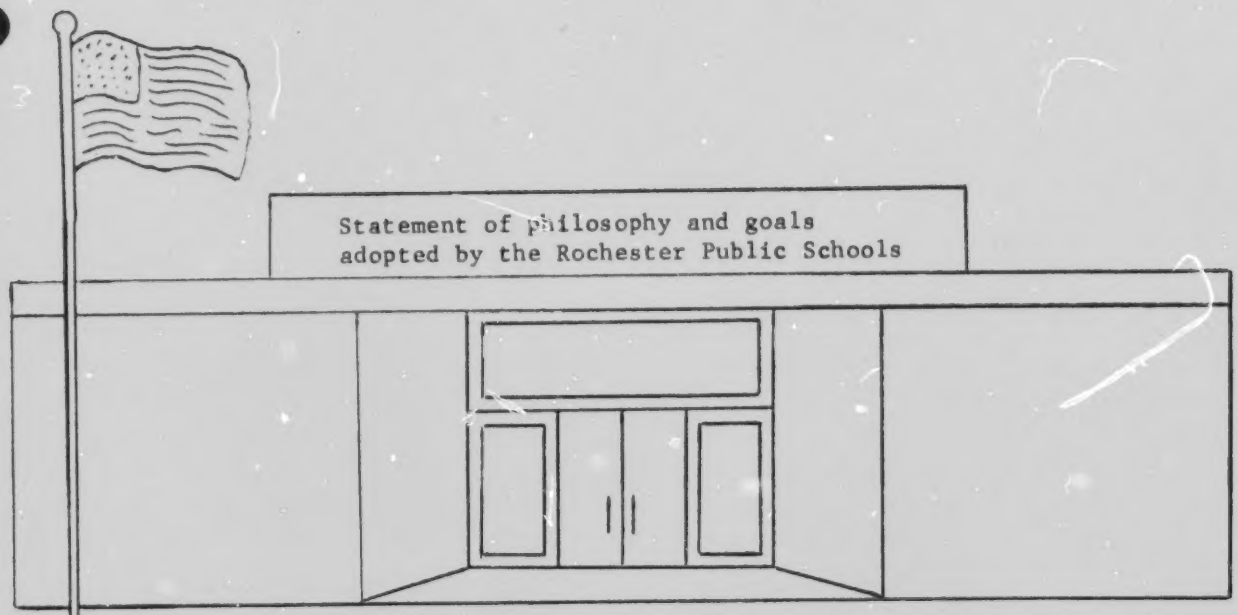


PHILOSOPHY:

It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability.

GOALS:

The attainment of this philosophy centers around these goals:

To stimulate a desire to learn

To help the child master the basic skills of learning

To develop the ability to work and play with others

To promote emotional stability and strengthen wholesome moral and spiritual behavior

To learn his capabilities and limitations

To develop and strengthen his ability to meet and solve problems of life

To contribute something worthwhile to society

To develop habits conducive to healthful and happy living

To develop worthy use of leisure time

To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world

To develop a civic responsibility and be an active member of society

To develop an appreciation for the wise use and conservation of resources

To develop self-discipline

To develop a consciousness of personal grace and charm

## MESSAGE TO TEACHERS

The production of this guide represents the culmination of the work of the curriculum committee, but to those who are about to use the guide it represents the beginning of many profitable experiences for your students. I think you will find the guide a very useful tool as you plan and work with your students.

The irreducible fact remains that teaching is an exchange between people. This simple fact is both the problem and the promise of all education. The unforgettable encounter of the skillful teacher and the prepared student is still the essence of the learning process. It is our responsibility as teachers to assist the student in preparation and to guide the encounter; it is to this end that this guide is dedicated.

We are very appreciative of the efforts of the committee and their interest in assuring meaningful experiences for the students of Independent School District 535

Everett M. Walton
Ass't Supt. for Instruction

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## PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS CURRICULUM, K-6

### A IMPORTANCE OF THE ENGLISH LANGUAGE ARTS

Language is the basis of all human activity enabling man to elevate himself above animals. Charlton Laird, professor of English at the University of Nevada, has stated that man is a "languagized animal." From birth the child depends upon his environment to provide him with a broad spectrum of experiences which help develop his personality. These experiences become the raw material of the language arts curriculum at every level. When a child enters kindergarten, he has already developed a language system--a means of communicating feeling and thought. It is quite logical, then, that developmental language activities occupy as strategic a position in the formal education setting as they occupied in the pre-school years. It is through language that the child is given the opportunity to clarify, order, interpret, and communicate his experiences.

Harry A. Greene and Walter T. Petty in Developing Language Skills in the Elementary Schools, stated:

> The language arts are the foundation of the school's program. By any criteria that might be devised for determining what is the most essential area of the school curriculum, the language arts would be identified as foremost and critical. In recognition of this fact elementary schools have always emphasized the language arts. In colonial days the first schools developed as reading and writing schools, and this tradition has continued regardless of technological changes because humanity depends upon communication and communication is principally accomplished through language.

The need for effective communication through use of language has become more crucial in light of a changing world. Helping the student discover his potential through language and giving him the skills to cope with and adapt to change are the ultimate goals of our English language arts program. The skills within each of the language arts become, in essence, the survival skills demanded by our culture. Becoming competent speakers and writers and thoughtful readers and listeners is necessary, and it is equally important that each child develop these communication skills to function effectively in all areas of daily living.

Through his experiences and those of others, the student discovers that the language arts are really human behavior. It logically follows, therefore, that language study is not restricted only to the "English period" of the school day. Instead, and even more importantly, the English language arts are interwoven throughout every curriculum area. How the student applies the language arts skills in his study of other school subjects determines in large measure the degree of his success not only in school but in the classroom-at-large outside of school.

Since LANGUAGE is a PROCESS, its importance lies not within the materials provided in the curriculum but in the USE and APPLICATION of the skills acquired from the study of language. This definition asks each teacher to redefine his role in the learning process from one of imparting knowledge to that of insuring that each child lives up to his best in all that he does. If the deepest need of man is to understand himself and his changing world, the English language arts can unleash the power for every student to lift his sights and achieve his potential.

## B. COMPONENTS OF THE ENGLISH LANGUAGE ARTS

The basic ingredients of a language arts program involve communicating through written composition, oral composition and speaking, listening, literature, and problem solving. These components are interrelated and fused, and are constantly complementing each other. This entire language process is enhanced by the development of the child's imagination. Many opportunities to integrate activities from these basic areas with other academic disciplines are suggested in this guide.

### Written Composition

Composition, being an integral component of language arts, is of equal importance with speaking, listening, literature, and problem solving.

In pursuing creative and practical self-expression, children can gradually be helped to become aware of good form and appropriate mechanics of writing. Learning to proofread carefully their compositions will help children develop more confidence in their ability to express ideas. Emphasis on content should be dominant over mechanics in written composition.

Efforts should be made to extend the audience of students' compositions, rather than to restrict it to only the teacher. Children take more pride and care in their compositions when they see them published as "literature" in classroom or school newspapers and creative writing booklets, and displayed on school bulletin boards and hallway walls.

Since writing is an expression of one's thoughts and ideas on paper, the broader the range of opportunities we provide children, the more they will draw upon their backgrounds as they attempt to write. Encouragement by the teacher and fellow students, as well as self-motivation, provides the creative climate that will break down the reservations and inhibitions that block the child's imaginative tendencies.

Oral conversation is often more natural than writing. Stimulated to think independently and creatively, the child is led to discover and write thoughts he was unaware of. In written composition many areas of language arts are called into play, such as listening, spelling, grammar, handwriting, and problem solving. Frequent and varied composition activities will provide the teacher with a natural diagnosis of individual student as well as group needs.

Each student should have a self-designed folder in which he houses his writing throughout the year. These papers serve as a diagnostic tool for the teacher and student to assess the child's progress and then work together to improve any deficiencies. The teacher may wish to design a diagnostic chart for the folder to show each student's needs and progress. Refer to the Appendix for examples. In all written composition, each child should experience some measure of success and should see a relationship between his written composition and the world about him.

### Oral Language

Recognizing the importance of oral language and realizing that speaking is more than talking are essential in a complete language arts program. Through oral language experiences each child extends his speech patterns most appropriate to his

audience. To accomplish this, he needs to speak so that others listen and understand, to use standard English when appropriate, and to adapt his speech to any situation. Many skills are brought into play in good oral communication. Logical development and organization of ideas, correct usage and enunciation of words, and effective delivery are essential components of speaking.

An important factor in the development of oral language in a child is the security, freedom, and ease he feels about expressing himself verbally. The teacher can encourage maximum language development by recognizing and providing for a child's need to speak. Since oral language experiences form the base upon which reading and written language skills develop, the teacher should provide numerous and varied opportunities, as well as a comfortable and accepting atmosphere, for verbal interaction in the classroom.

Interwoven with the other components of language arts through frequent opportunities for oral expression, the basic skills of oral language constitute a formula for growth in our verbal world.

Listening

Listening is the most used of all the language skills. Studies have shown that we spend well over half our time in listening. Each child will need to improve his listening habits and skills, although the degree of improvement needed will vary from child to child.

Listening can and needs to be taught. Listening includes recognition, interpretation, and reaction to what is heard. We could define listening as purposeful hearing with understanding. Listening skills are best learned in situtations in which the child sees a genuine need for good listening habits. Developing habits, attitudes, and thought processes basic to good listening requires careful and continual guidance on the part of the teacher. By teaching listening skills in meaningful ways, the teacher will help each child develop good listening habits which will become an integral part of the child's life. A prerequisite to listening to learn is learning to listen.

Literature

Literature can make significant contributions to the personal growth and development of a child. It speaks "from heart to heart, from mind to mind, giving all and getting all in return." (Dora V. Smith, University of Minnesota, "Children's Literature Today," Elementary English). Literature provides the child an opportunity to learn about himself as he identifies with various characters in literature. Literture demonstrates to the child that what a character says and the manner in which he says it help to reveal his personality. It also assists him in comprehending the cultures and heritage of his nation as well as those of other nations throughout the world. Through literature, the child learns that the world of imagination and the world of reality are parts of the same world and "that both parts have purpose and are needed." (The World of Language-Book M, Follett Publishing Company) Literature should be an enjoyable experience for the child.

Oftentimes literature has been narrowly defined. The electronic age in which we live has enabled every child, regardless of his reading level, to experience literature in many ways. Doors are no longer closed to the world of literature for

children who have difficulty decoding the printed word. Children can now "read" and experience literature in many other ways than just in the print media. Literature, therefore, takes many forms, both print and non-print: books, poems, stories, plays, films, pictures, recordings, filmstrips, oral storytelling.

Through literature, a child should have opportunities to see himself as a writer, as well as a reader. In addition to appreciating the writings of others, the student becomes a young author, producing his own literature. The literature of our students should become a natural part of our libraries. What the child reads "may serve as a model for his own creative efforts." (Iris M. Tiedt, University of Santa Clara, "Planning an Elementary School Literature Program," Elementary English ) In order to bridge the gap between his own composition and that of professional authors, some of this student-produced literature should be published and placed in strategic areas throughout the school.

Problem Solving

Problem solving involves many skills of the communication arts: listening, manipulating, conceptualizing, and reasoning. These vital skills contribute to the process of solving problems through language.

Listening is a problem-solving activity. Purposes for listening should be established so that information which is heard may be classified, analyzed, and chosen as relevant to the task. Listening thereby enables the child to learn and to perform.

The child progresses from the simple manipulation of objects to solving problems by recalling and relating previous learning to his immediate situation. Language and thinking are interrelated as the child describes his problems and selects appropriate solutions. The process becomes a means of symbolizing the new combinations of spatial, causal, and temporal relationships which he experiences.

The research of the Swiss psychologist, Jean Piaget, has emphasized the conceptualizing skills in the learning process:

> Generally young children are natural problem finders and solvers. If given appropriate materials with which to work, and if allowed to think and proceed at their own speed in an atmosphere of mutual trust, self-confidence, relaxation, and admiration for achievement, they will develop conceptually at their own rates. The goals of education are not set up to increase the amount of knowledge but to create possibilities for a child to invent and discover and to eventually produce adults who are capable of doing new things.
>
> Herbert Ginsberg and Sylvia Opper, editors, Piaget's Theory of Intellectual Development: An Introduction. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1965.

Reasoning requires going beyond the experiential background of a student and thereby proves to be a difficult task. All individuals do not seek solutions to problems in the same order or manner. There is not conclusive evidence that proves one method is better than another. Reasoning has been stated as an individual problem, but it may be stimulated by group interaction--discussion, role-playing, and dramatization. Language arts should aid the child in knowing where

he can find answers for himself rather than merely memorizing conventions and facts. Several alternatives may be given from which the child may choose the one which best meets his needs and also is acceptable under the circumstances involved.

The success of helping a child to reason depends upon the sensitivity of the teacher and the child's ability to correlate new experiences with those that have gone before in a progression that is natural and logical. Emphasis should be on guiding the student through skillful questioning to perceive relationships for himself, rather than on expecting an immediate, correct answer.

A teacher who is sensitive to the child's needs can select challenging materials, provide assistance when needed, and demonstrate faith in each child's capacity to learn.

## C. SPELLING SKILLS IN THE LANGUAGE ARTS

Although spelling is not one of the major components of the language arts it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones. The words would probably include the daily service words as well as key words from curriculum areas.

Since students have varying abilities in spelling skills, the weekly lists in spelling books should be adjusted to fit the child's ability to master the work and, therefore to experience success. Students of varying abilities in each class should be using spelling lists or books below or above their designated grade level. This approach allows the teacher to tailor materials to the needs of his children.

The understanding teacher will encourage the child to write his ideas without unduly penalizing him for having misspelled words. The misspelled words should be corrected on papers where full accuracy is required. These difficult words may then be recorded for individual study and eventual mastery.

## D. PERCEPTION: A THINKING SKILL

Perception is the link that ties together for the individual the processes of discerning, with full understanding, the world around him and of expressing that view to others through language.

What a child thinks, says, and does is directly influenced by this thinking skill. Perceptual learning experiences provide a springboard for even more avenues of self-expression suited to the individual. Personal growth in language relies on the child's innate ability to express his experience, which is the critical skill that can be encouraged through a program stressing this perceptual development.

By sensitizing the student in his use of the perceptual skills, language in all its forms--listening, viewing, spelling, literature, dramatization, oral and written composition--becomes a living, breathing, pleasing communication art.

## E. CREATIVITY IN THE LANGUAGE ARTS

Each child has the ability to create. It is essential that the teacher provide opportunities for the child to create through language his own form of expression. Creative self-expression through music, art media, physical activity, and social conversation are all positive ways of using and developing language skills.

Helen Merrick states her view on creativity:

> Creativity is that unique personal end result of a mind that is free to question all aspects of life, is free to think, and finally, is free to express ideas. All children are inherently creative; they differ only in degree of potential; they should all participate in creative activities. We must keep their minds generating new ideas, instead of trying to reheat the useless stereotypes which have accumulated over the years.

Merrick, Helen: "Let's Keep the Kettle Boiling,"
Minnesota Journal of Education

Language experiences in the classroom should, therefore, release this creativity. Whether it is creative dramatics, creative writing or creative art, the process of sharpening the student's ability to imagine and, thus, to create will help him solve his problems and better understand the world about him.

## F. USING CHILDREN'S INTERESTS IN LANGUAGE DEVELOPMENT

The stepping stone toward meaningful language development is to allow the child to use his own interests as a basis for language experiences both in and outside the classroom. Each child brings to the classroom his unique experiences which, when shared with his peers, provide a means of generating additional interests within his classmates.

Each student's interests, therefore, may become another student's interests if the learning environment promotes natural interaction among all students. The student should be assured that some of his best oral and written language will deal with the objects, fantasies, thoughts, feelings, and problems of his daily life. All of these phenomena have become a part of him and, consequently, cannot be separated from his use of the language. The wise teacher will be aware of and capitalize upon the varied interests of his class by allowing them to serve frequently as triggers for language experiences. Skill stations and interest centers, for example, have offered within the classroom or the learning center a means of motivating students to learn and apply language skills.

Many children need to be stimulated more directly by the teacher until they realize that their interests are of value. The teacher needs to provide ample latitude for every child to tap his potential in language expression. In this

way every student, regardless of his ability or background, may succeed in extending his language capabilities by drawing upon his interests and those of his classmates.

## G. DIAGNOSIS: KNOWING THE CHILD'S NEEDS

One of the criteria for success in language arts is the ongoing diagnosis of each child's needs. The diagnostic process should be both formal (standardized and teacher-developed tests) and informal (daily observations of children's performance and behavior). Through diagnosis, the teacher identifies each child's strengths and weaknesses. This continuous assessment allows the teacher to develop, implement, and individualize learning experiences which will enable the child to improve. Included within this course of study are diagnostic activities and tests which teachers will find helpful in designing their instructional program and in tailoring materials and assignments to the individual needs of each child.

## H. ROLE OF INSTRUCTIONAL MATERIALS

Print and non-print materials are aids to support the learning process. A variety of such media may be utilized to meet the individual needs of the student. Each teacher is encouraged to use a diversity of instructional aids in helping children acquire and apply their understandings of the language arts.

For example, some of the materials used in the reading program are listed as resources to be used also in the language arts program, since the areas are so closely related. References to materials in the other curriculum areas have also been made in this course of study. Children will benefit from a learning process in which skills, approaches, and materials are integrated throughout the entire school program.

Since we recognize that children have different styles and rates of learning, the five major concepts serving as the framework for the English Language Arts Course of Study are suggested by a wide variety of materials and suggested alternatives for the use of these materials. The number of alternative materials and activities will hopefully allow more children to succeed in their study and use of language skills.

Teachers should not attempt "to cover everything" within each concept. With the course of study as the major frame of reference, each teacher should determine the priorities of his children in terms of their needs and interests in the language arts. Teachers, like students, should have a variety of alternatives from which to select materials, activities, and approaches.

## I. USING THE LIBRARY

The library is an integral part of the language arts program. Teachers are strongly encouraged to use this resource to supplement many aspects of the learning process. The library should be flexible enough in time and structure to provide all students opportunities to use it effectively.

As the key person in the successful use of this center, the librarian should share the responsibility for the planning of the library skills to be emphasized and, at appropriate times, for the teaching of those skills to all students, individually or in groups.

Included within the Appendices is the "Guide for the Library Program, K-6" which serves as a reference in planning the language arts program.

## J. EVALUATION IN THE LANGUAGE ARTS PROGRAM

Each student's performance must be continually appraised. Because individual performance is important, the teacher must consider each child's background and help develop the child's potential. The evaluative process should focus attention on the positive qualities to help the student realize his own strengths and weaknesses. To assist teachers in this evaluative process, the curriculum committee has identified with an asterisk (*) those activities that are particularly appropriate for evaluating student performance and progress.

Teaching involves learning: the teacher must be a learner in his own classroom. Through observations of a child's performance, the teacher evaluates his own effectiveness as well as the learning needs of his students.

Each of the componenets of the language arts lends itself to varied evaluative measures. Equally true, when the teacher formally or informally evaluates a specific skill or activity in one component, he has the opportunity to assess the student's competency in one or more of the other components. The student's use of oral language, both on the playground and in the classroom, assists the teacher in appraising the student's ability to listen and to interact with others. The student may also learn to adapt and apply his language skills to varied situations and audiences. Evaluation must reflect the total performance.

The appraisal by teacher and student should continue over a period of time and should use a variety of tests and informal observations. The results should reveal the pupil's capabilities and his learning needs. Both the teacher and the student will be aware of the progress and therefore can plan and carry out lessons to overcome the learning deficiencies. This positive approach to teacher-student appraisal of performance will enable the student to achieve a greater measure of success.

## K. SCOPE AND SEQUENCE OF CONCEPTS AND SKILLS

One of the major premises of this course of study is that the various components of the English language arts should be integrated. Not only are the materials treated as integral parts of one process, but the blocks of time in the school day allotted the language arts should also help unify the aspects of language study.

The spiraling approach of this course of study is characterized by five major concepts, all of which begin in Kindergarten and extend through Grade 6:

LANGUAGE helps us understand self, others, and our world.
LANGUAGE is communication.

LANGUAGE is constantly changing.
LANGUAGE has a variety of structures.
LANGUAGE has certain mechanical conventions.

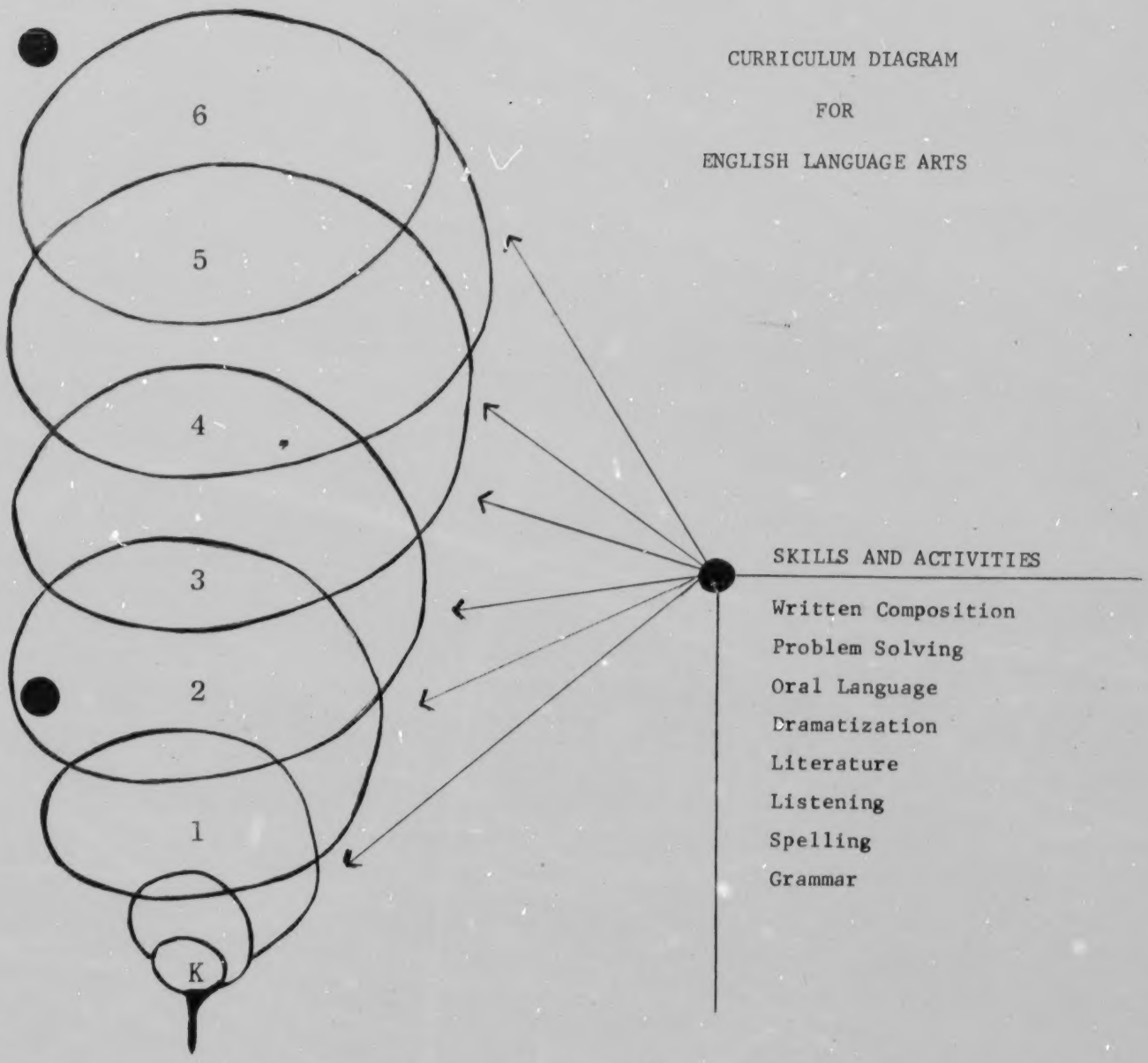
Within each concept are sequential aims and skills, to be developed with the help of resources and activities outlined in this guide. At one or more grade levels particular skills are Introduced, as represented by the symbol (I): many of these skills are Focused (F) upon at the next grade levels and Maintained (M) at consecutive grade levels. A Scope and Sequence Chart has been developed to chart this sequence. On the next several pages are the Curriculum Diagram and the Scope and Sequence Chart.

For broader purposes of the K-12 English Language Arts Curriculum, the K-6 and 7-12 courses of study articulate closely to insure that children benefit from a consistent philosophy and sequential plan of study throughout their school years.

CURRICULUM DIAGRAM

FOR

ENGLISH LANGUAGE ARTS




MAJOR CONCEPTS

LANGUAGE helps us understand self, others, and our world.

LANGUAGE is communication.

LANGUAGE is constantly changing.

LANGUAGE has a variety of structures.

LANGUAGE has certain mechanical conventions.

SCOPE AND SEQUENCE CHART
FOR
ENGLISH LANGUAGE ARTS

This chart should help the teacher to quickly identify the specific skills to be taught in each grade. Also, the chart serves as a checklist to be used throughout the year.

KEY

I: Introduce
F: Focus
M: Maintain
X: Experiences provided

| SKILLS / LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| I. LANGUAGE HELPS US UNDERSTAND SELF, OTHERS AND OUR WORLD | | | | | | | | |
| Understand value of our own ideas and ideas of others | X | X | X | X | X | X | X | X |
| Realize that people have similar emotions | X | X | X | X | X | X | X | X |
| Recognize the ways our own feeling affect others | X | X | X | X | X | X | X | X |
| Recognize that we all have "good" and "bad" days | X | X | X | X | X | X | X | X |
| Understand that we can learn from our mistakes | X | X | X | X | X | X | X | X |
| Utilize planning skills | X | X | X | X | X | X | X | X |
| Realize that participation and involvement can bring satisfaction | X | X | X | X | X | X | X | X |
| Recognize that we have freedom to make responsible choices | X | X | X | X | X | X | X | X |
| Identify and use our senses | X | X | X | X | X | X | X | X |
| Understand our dependence on each other | X | X | X | X | X | X | X | X |
| Develop a positive self-image | X | X | X | X | X | X | X | X |
| Use our language to describe our perceptions | X | X | X | X | X | X | X | X |
| Use problem solving techniques to resolve conflicts | X | X | X | X | X | X | X | X |
| Practice thinking skills of comparing, contrasting, classifying, questioning, categorizing, generalizing, and inferring | X | X | X | X | X | X | X | X |
| Understand dignity of different kinds of work | X | X | X | X | X | X | X | X |
| Respect and gain understanding of other cultures | X | X | X | X | X | X | X | X |
| Understand viewpoint of others | X | X | X | X | X | X | X | X |
| Encourage students to become self-directing human beings | X | X | X | X | X | X | X | X |
| II. LISTENING | | | | | | | | |
| Listen for enjoyment and appreciation | I | I | F | F | F | M | M | M |
| Listen courteously | I | I | F | F | M | M | M | M |
| Listen to sense the purpose of the person speaking | I | I | F | F | M | M | M | M |
| Listen to recognize sounds in the environment | I | I | I | F | F | M | M | M |
| Listen to recognize sales-pressure in advertisements | I | I | I | F | F | F | F | F |
| Listen in order to draw conclusions and make inferences | I | I | I | F | F | F | F | F |
| Listen to follow step by step directions | I | I | F | F | F | F | F | M |
| Listen for the favorable or unfavorable effects of a speaker's voice | I | I | F | F | F | M | M | M |
| Listen to note how character is revealed through dialogue | I | I | F | F | F | M | M | M |

| SKILLS / LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| II. Listening - Cont. | | | | | | | | |
| Listen for main ideas, details, and the answer to specific questions | I | I | F | F | F | M | M | M |
| Listen to build vocabulary | I | I | F | F | F | M | M | M |
| Listen to follow sequence in a story, play, lecture, or demonstration | I | I | F | F | M | M | M | M |
| Listen to distinguish between the true and make-believe | I | I | F | F | M | M | M | M |
| Listen for story development, tuneful words and rhythm | I | F | F | M | M | M | M | M |
| Listen to visualize descriptive and dramatic passages | I | F | F | M | M | M | M | M |
| Listen to respond to the mood of the story | I | F | F | M | M | M | M | M |
| Listen to distinguish between fact and opinion | | | I | I | I | F | F | F |
| Listen for supporting evidence of a speaker's statement | | | | | I | F | F | F |
| Listen for evidence of prejudice and bias | | | | | I | F | F | F |
| Listen to evaluate propaganda by checking observable facts | | | | | I | F | F | F |
| Listen to be aware of the person's style of speaking | | | | | I | F | F | F |
| III. ORAL AND BODY LANGUAGE | | | | | | | | |
| Increase vocabulary | X | X | X | X | X | X | X | X |
| Expand language patterns | X | X | X | X | X | X | X | X |
| Use speaking experience for enjoyment of stories, rhymes, etc. | X | X | X | X | X | X | X | X |
| Develop converstion skills | X | X | X | X | X | X | X | X |
| Develop effective speech habits and courtesies in group discussions | X | X | X | X | X | X | X | X |
| Speak with ease | X | X | X | X | X | X | X | X |
| Use language for self-expression | X | X | X | X | X | X | X | X |
| Learn the mechanics of speaking, enunciation, pronunciation, inflection, modulation, tempo, and voice projection | | X | X | X | X | X | X | X |
| Organize thoughts to make meaningful speech | X | X | X | X | X | X | X | X |
| Combine gestures, props, facial expression, and body movements | X | X | X | X | X | X | X | X |
| IV. WRITTEN LANGUAGE | | | | | | | | |
| Compare written language with listening and speaking | I | I | I | F | F | F | F | M |
| Record our thoughts in creative ways | I | I | F | F | F | F | M | M |
| Write with a purpose | I | I | I | F | F | F | F | F |
| Choose correct words that say what we mean | I | I | I | I | F | F | F | F |
| Enjoy the writing experience | I | I | F | F | F | F | F | F |
| Establish mood or impression | | | | | | I | I | F |
| V. HISTORY | | | | | | | | |
| History of the language | | | | I | I | F | F | F |
| Classification of languages | | | | | | I | F | F |
| Comparing and contrasting languages | | | | | | I | F | F |
| Influence of other languages | | | | | I | F | F | F |

| SKILLS | LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|---|
| VI. | USAGE (Refer to Appendix A for usage skills.) | | | | | | | | |
| VII. | SEMANTICS AND DIALECTS | | | | | | | | |
| | Use antonyms, synonyms, homonyms | | I | I | F | F | M | M | M |
| | Use acronyms | | | | | | I | F | F |
| | Make compound words | | I | F | F | M | M | M | M |
| | Use prefixes and suffixes | | | I | I | F | F | M | M |
| | Be alert for ambiguity in language | | | I | I | F | F | F | F |
| | Observe denotation and connotation | | | | | | I | F | F |
| | Note change of meaning of words in context/out of context | | | | | I | F | F | F |
| | Distinguish sounds - Phonemic, syllables, whole word | | | | I | I | F | F | F |
| | Use of figurative language | | | I | I | I | F | F | F |
| | Study dialects for meaning and differences | | | | | I | F | F | F |
| | Observe national dialects of our language | | | | | | I | F | F |
| | Observe regional dialects of our language | | | | | | I | F | F |
| VIII. | GRAMMAR | | | | | | | | |
| | Functions of words; structure words | | | | | | | | |
| | nouns (name words in K, 1) | I | I | F | F | M | M | M | M |
| | verbs (action words in K, 1) | I | I | F | F | F | M | M | M |
| | adjectives (picture words in K, 1) | I | I | F | F | F | M | M | M |
| | adverbs | | | I | I | F | F | F | M |
| | pronouns | | | I | I | F | F | F | M |
| | prepositions and prepositional phrases | | | | | I | I | F | F |
| | connectors (conjunctions) | | | | | I | F | F | F |
| | interjections | | I | I | F | M | M | M | M |
| | Number | | | | | | | | |
| | singular | I | I | F | F | F | M | M | M |
| | plural | I | I | F | F | F | M | M | M |
| | Comparison of adjectives and adverbs (degrees: er, est) | | | I | I | F | F | M | M |
| | Sentence structure | | | | | | | | |
| | simple sentence | I | I | F | F | M | M | M | M |
| | compound sentence | | | I | I | F | F | M | M |
| | complex sentence | | | | | | I | F | F |
| | Sentence patterns | | | | | | | | |
| | Pattern 1: Noun (subject) + Verb (predicate) | | | | | I | F | M | M |
| | Pattern 2: Noun (subject) + Verb (predicate) + Object(s) | | | | | | I | F | F |
| | Pattern 3: Noun (subject) + Linking Verb (predicate) + Completer (N, Adj, Adv) | | | | | | I | F | F |

| SKILLS / LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| **IX. LITERATURE/COMPOSITION FORMS** | | | | | | | | |
| Fairy tales and folktales | X | X | X | X | X | X | X | X |
| Fantasies | X | X | X | X | X | X | X | X |
| Animal stories | X | X | X | X | X | X | X | X |
| Legends | X | X | X | X | X | X | X | X |
| Poems | X | X | X | X | X | X | X | X |
| Novels | X | X | X | X | X | X | X | X |
| Plays | X | X | X | X | X | X | X | X |
| Riddles | X | X | X | X | X | X | X | |
| Jokes | X | X | X | X | X | X | X | |
| Fables | | X | X | X | X | X | X | X |
| Newspapers | | | X | X | X | X | X | X |
| Myths | | | | X | X | X | X | X |
| Biography | | | | X | X | X | X | X |
| Journals | | | | X | X | X | X | X |
| Autobiographies | | | | | X | X | X | X |
| Advertisements | | | | | | X | X | X |
| Essays | | | | | | X | X | X |
| **X. CAPITALIZE** | | | | | | | | |
| I and contractions made with I | | I | F | M | M | M | M | M |
| First word in sentence | I | F | F | M | M | M | M | M |
| Names of people and pets | I | F | F | M | M | M | M | M |
| One and two-word story titles | I | I | I | F | M | M | M | M |
| Story titles of more than two words | | | I | I | F | F | M | M |
| Name titles, initials, and certain abbreviations | | I | I | I | F | F | M | M |
| Days of week, months, holidays | I | I | I | I | F | F | M | M |
| Names of schools, streets, cities, and states | I | I | I | F | F | M | M | M |
| Words used in place of names | | | | | | I | F | F |
| Names of buildings, parks, companies, sacred books, religion | | | | I | I | F | F | M |
| Names of races of people, nationalities, and languages | | | | I | I | F | F | M |
| Names of ships, planes, trains, geographical features, and words used to designate a particular area | | | | | I | I | F | F |
| First word in the greeting, closing of a letter, and address | | I | I | F | F | M | M | M |
| First word of direct quotation | | | | | I | F | F | F |
| First word in outline headings and subheadings | | | | | I | F | F | F |
| **XI. PUNCTUATION** | | | | | | | | |
| Period at end of sentence | I | I | F | F | M | M | M | M |
| Period with abbreviations and initials | | | I | I | F | M | M | M |
| Period after numerals and letters in an outline | | | | I | F | F | F | M |
| Question mark at end of an interrogative sentence | I | I | F | F | M | M | M | M |
| Comma, ending marks, and quotation marks in direct quotations | | | | I | I | F | F | F |
| Comma when separating items in a series | | | | I | F | F | M | M |
| Comma in a friendly letter and envelope | | | I | F | F | M | M | M |
| Comma in direct address | | | | | I | F | F | M |
| Comma in appositional phrases | | | | | | | I | F |

| SKILLS | LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|---|
| XI. | Punctuation - Cont. | | | | | | | | |
| | Comma to set off some introductory words, phrases, and clauses | | | | I | I | F | F | M |
| | Comma before connector | | | | | | | I | F |
| | Apostrophe in contractions | | I | I | F | F | M | M | M |
| | Apostrophe in possessives | | | I | I | F | F | M | M |
| | Exclamation mark at end of exclamatory sentence and interjections | | I | I | F | M | M | M | M |
| | Colon in business letter and preceding list | | | | | I | F | F | M |
| | Hyphen in compound words and dividing words at the end of a line | | | | I | F | F | M | M |
| | Dash between inclusive numbers | | | I | I | F | M | M | M |
| | Underline in book, magazine, and newspaper titles | | | | | I | F | F | M |
| | Quotation marks to enclose short stories, poems, songs, articles, chapters of books | | | | | I | F | F | M |
| XII. | PARAGRAPHING (Refer to Appendix E.) | | | | | | | | |
| | Indenting | | | I | F | F | F | M | M |
| | Leaving margins | | | I | F | F | M | M | M |
| | Paragraphing according to main idea | | | | | I | F | F | F |
| XIII. | DICTIONARY/THESAURUS | | | | | | | | |
| | Multiple definitions | | | I | I | F | F | F | M |
| | Alphabetical order | | I | I | F | F | M | M | M |
| | Use of guide words | | | | I | F | F | F | M |
| | Use of phonetic respellings and pronunciation key | | | | I | F | F | F | M |
| | Abbreviations for parts of speech | | | | | I | F | F | M |
| XIV. | LETTER WRITING | | | | | | | | |
| | Friendly letter and envelope form | | | I | F | F | M | M | M |
| | Business letter and envelope form | | | | | I | F | F | M |
| | Thank you notes | I | I | I | F | F | M | M | M |
| | Invitations | | I | I | F | F | M | M | M |
| XV. | PROOFREADING | I | I | F | F | F | F | F | F |

SUMMARY OF AIMS FOR GRADE ONE

Human Relations

To appreciate and understand how our senses help us to enjoy our world.

To increase the power of perception by use of our senses.

To recognize the importance of following directions.

To aid the child in making inferences.

To strengthen the awareness of who we are, how we feel about ourselves, and how we relate to others.

To appreciate how people are dependent upon each other.

To realize everyone has good and bad days.

To help the child feel good about himself.

Communication

To appreciate the importance of careful listening.

To know how to listen carefully.

To acquire the habit of following directions with care.

To understand how to put our thoughts on paper.

To enjoy expressing ourselves on paper with well-chosen words.

To enjoy communicating to others by using our bodies in many ways.

To understand how our facial expressions tell what we are thinking.

To know how to use our voice effectively.

Mechanics of Language

To realize that we are constantly growing in language.

To recognize that words have different meanings.

To understand the proper use of words.

To acquire the habit of capitalizing the first word in a sentence, proper names, and the pronoun "I."

To grasp the significance of ending a sentence with the correct punctuation.

To know the difference between name words, action words, and picture words.

To acquire the habit of using proper language.

To realize the importance of proofreading all written work.

LANGUAGE ARTS RESOURCES

Grade 1

| Media | Company | Unit |
|---|---|---|
| **CLASSROOM** | | |
| Books | | |
| Story Time | Random House | 15 |
| Story Time, T.E. | Random House | 1 |
| I Know A Story | Harper Row | 15 |
| Merry-Go-Round | Merrill | 15 |
| Merry-Go-Round, T.E. | Merrill | 1 |
| The Arbuthnot Anthology of Children's Literature | Scott Foresman | 1 |
| Time For Poetry | Scott Foresman | 1 |
| From Thoughts to Words | M.C.T.E. | 1 |
| Stage | Education Services | 1 |
| Listen! And Help Tell The Story | Baber and Taylor Co. | 1 |
| My First Dictionary | Grosset and Dunlop | 15 |
| The World of Language, Book 1, T.E. | Harper Row | 1 |
| Packet | | |
| Story Starters | Creative Teaching Press | 1 |
| Miscellaneous | | |
| Full-length mirror | | 1 |
| **A-V CENTER** | | |
| (Within parentheses is the amount of time each item may be checked out.) | | |
| Kits | | |
| Learning Language Skills II | McGraw Hill | 8 (2 weeks) |
| Stories For Joining In | Coronet | 8 (2 weeks) |
| "Henny Penny" | | |
| "Three Pigs" | | |
| "Gingerbread Boy" | | |
| "Little Red Hen" | | |
| "Three Billy Goats Gruff" | | |
| "Three Bears" | | |
| Impressions, Vol. II | Encore | 7 (2 weeks) |
| "At the Fair" | | |
| "At the Fun Zone" | | |
| "At the Auto Shop" | | |
| "At the Shopping Center" | | |
| Children's Folk Tale Series I | | (2 weeks) |
| A Listening Story Lesson | | (2 weeks) |
| Read Along Kit | | (2 weeks) |
| Picture Book Parade, Set #14 | | (2 weeks) |
| Instant Readers, Level I | Holt, Rinehart, Winston | (2 weeks) |
| Creative Eye and Color | Schloat Productions | 6 (2 weeks) |

| Media | Company | Unit |
|---|---|---|

A-V CENTER

Films

| | |
|---|---|
| 4-262 | "Just One Me" (11 min.) |
| 4-523 | "Z Is For Zoo" (9 min.) |
| 4-590 | "The Naughty Owlet" (8 min.) |
| 4-133 | "Little Red Riding Hood" (9 min.) |
| 8-583 | "Sleeping Beauty" (15 min.) |
| 8-683 | "Merry-Go-Round Horse" (18 min.) |
| 4-213 | "Rumplestiltskin" (11 min.) |
| 4-531 | "My Turtle Died Today" (8 min.) |
| 8-64 | "The Big Red Barn" |

Filmstrips

| | |
|---|---|
| 512 | "Mailman" |
| 861 | "Hansel and Gretel" |
| 2751 | "Appeal to the Senses" |
| 313 | "Three Billy Goats Gruff" |
| 1182 | "Chicken Little" |
| 1810 | "Inside Mother Goose Village" |
| 1811 | "Mother Goose Village Newspaper" |
| 1812 | "The Old Woman Who Lived In the Shoe" |
| 1814 | "Mother Goose Village Post Office" |
| 1816 | "Mother Goose Village Fire Department" |
| 1817 | "Mother Goose Village Television Station" |
| 1260 | "Mrs. Cottontail and Her Springtime Family" |
| 1261 | "Mr. and Mrs. Mallard and Their Family" |
| 1262 | "Mr. and Mrs. Beaver and Their Family" |
| 1384 | "Hansel and Gretel" |
| 1813 | "Funny Little Man On The Wall" |
| 1815 | "Mother Goose Village Lake and Police Station" |
| 2589 | "Three Little Kittens" |
| 2878 | "Three Billy Goats Gruff" |

Sound Filmstrips

| | |
|---|---|
| 2575 | "Bambi" |
| 2861 | "Mother Goose Village Newspaper" |
| 2862 | "The Old Woman Who Lived In The Shoe" |
| 2863 | "The Funny Old Man On The Wall" |
| 2864 | "Mother Goose Village Post Office" |
| 2865 | "Mother Goose Village Lake and Police Department" |
| 2866 | "Mother Goose Village Fire Department |
| 2867 | "Mother Goose Village T.V. Stations" |
| 1184 | "Hansel and Gretel" |
| 1828 | "House in the Clearing" |
| 1834 | "In the Dining Room" |
| 2860 | "Inside Mother Goose Village" |

| Media | Company | Unit |
|---|---|---|

Tapes/Cassettes

| | |
|---|---|
| E-12 | "Jack and the Beanstalk" |
| E-19 | "The Wolf and Red Riding Hood" |
| E-41 | "The Three Pigs" |
| E-5253-19 | "The Ugly Duckling" |
| E-5455-8 | "The Three Billy Goats Gruff" |
| E-5455-9 | "The Three Bears" |
| E-5556-22 | "Cinderella" |
| E-5556-24 | "Rumplestiltskin" |
| 153-1 | "Bedtime Stories" |
| 158 | "Tale of Peter Rabbit" |

Poetry Tapes/Casettes

| | |
|---|---|
| 97 | "Let's Say Poetry" (A-B) |
| 582 | "Poems and Songs for the Very Young" (A) |
| 152 | "Mother Goose Nursery Rhymes" (1-2) |
| 129 | "Mother Goose Nursery Rhymes - Walt Disney" |

Fable Tapes/Cassettes

| | |
|---|---|
| 641 | "Aesop's Fables" (a-b-c) |

Fairy Tale Tapes/Cassettes

| | |
|---|---|
| 128 | "Grimm's Fairy Tales" (1-2) |
| 222 | "Cock, Red Hen and Three Goats" (AB) |

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

CONCEPT: Language helps us understand self, others, and our world.

AIM:

1. To appreciate and understand how the senses help us enjoy our our world.
2. To increase the power of perception by the use of our senses.
3. To recognize the importance of following directions.
4. To aid the child in making inferences.

AVAILABLE RESOURCES:

1. My First Dictionary
2. Listen and Help Tell The Story
3. Health and Growth pp. 8-24
4. The World of Language, Follett, T. Ed.
5. "Stories for Joining In" (tapes and filmstrips) (A.V. Center)
6. "Appeal To The Senses" (filmstrip) (A.V. Center) #2751
7. "Z Is For Zoo" (film) (A.V. Center) #4-523
8. From Thoughts To Words pp. 119-122
9. Creative Eye and Color (sound filmstrips) (A.V. Center)
10. "Impressions, Vol. II" (tapes and filmstrips) (A.V. Center)
11. Library book suggestions:
    Crash! Bang! Boom!, Peter Spier
    What Can You Do With A Box, Ruth Radlauer
    A Kiss Is Round, Blossom Bundney
    The Big, Big Box, Barbara Adam
    Round and Round and Square, Fredium Shorjuer
    Wing On A Flea, Ed Emberly
    Detective Arthur On The Scent, Mary J. Fulton
    The Rub Book, James Seidelman
    How Big Is A Box, Gleason, Myller, Rodendorf
    My Five Senses, Aliki
    Following Your Nose, Paul Showers
    High Sounds, Low Sounds, Franklyn Branley
    The Listening Walk, Paul Showers
    Look At Your Eye, Paul Showers
    Hear Your Heart, Paul Showers
    How You Talk, Paul Showers

PERCEPTION

A Drop Of Blood, Paul Showers
Are You My Mother?, P. D. Eastman
You Don't Look Like Your Mother
Said The Robin To The Falcon, Aileen Fisher
No Accounting For Tastes, Aileen Fisher
What Is Your Favorite Thing To Hear, Myra Gibson
Shapes, Miriam Schlein
Colors, John Reiss
Numbers, John Reiss
Project 1-2-3, Eve Merriam
Lisa Cannot Sleep, Kay Beckman
What Is A Color, Alice and Martin Provensen
Touching For Telling, Ilo Podendorf
Who, What, When?, Ilo Podendorf
Things Are Alike and Different, Ilo Podendorf
True Book of Sounds We Hear, Ilo Podendorf
Shapes, Sides, Curves and Corners, Ilo Podendorf
Do You See What I See, Helen Barten
Rosies Walk, Pat Hutchins
Changes, Changes, Pat Hutchins
Is This The House of Mr. Mouse, Richard Scarry
How Big Is A Foot, Ralph Myller
The Touch Me Book, Pat and Eve White
Fun With A Paper Plate, Harry Milgrom
Adventures With A Paper Cup, Harry Milgrom
Adventures With A Straw, Harry Milgrom
Look and See, Tana Hoban
The Rub Book, James Seivelmen
Let's Imagine Sounds, Janet Wolff
Mom! I Need Glasses!, Angelika Wolff
In The Night, Paul Showers
The Apple Mouse, Thomas Ulrich
I Saw A Purple Cow and 100 Other Recipes
for Learning, Ann Cole and Others
The Animal Book, Lorna Balian
The Brave Little Indian, Bill and Bernard Martin
The House In The Meadow, Samuel Marchak

HELPFUL ACTIVITIES:

1. Play a "round robin" game for various senses. For example, "I like the smell of." Each child will add to the list.

2. Have the children use the dictionary to find, draw, and label things they like to hear, taste, or touch.

3. After listening to a descriptive poem or story, have the children pantomime or tell what pictures they saw in their minds.

4. Discuss the book Shapes by Miriam Schlein with the class. Flash colored geometric figures to the children. Have them reproduce the figures as closely as they can in shape and color.

5. Give each child some tempera paint on paper. Ask him to fold the paper and then perceive what he sees in the blot. He can then develop the picture into an animal or object.

6. Have the child make pictures he might see in clouds.

7. Have the children trace around tools such as a hammer or pliers. Encourage the children to use their imaginations to develop a picture.

8. Use tapes and filmstrips in "Stories for Joining In" to strengthen the ability to listen, to see, and to follow directions. "Henny Penny," "Three Pigs," and "Gingerbread Boy."

9. The teacher can help the child make inferences by giving clues such as: What is in this box? It is made of cloth and it is used by a baby when he eats. It is a very cold day. How should one dress?

10. Encourage the children to perceive an imaginary animal such as one with a cat's tail, a giraffe's neck, etc. Have them draw and color it.

11. Read and discuss the poem "Smells" pp. 14-15 in Time For Poetry. Then take a noon tour of the school cafeteria to note smells on that day.

12. Have a "tasting bee."

13. Play a blind-folded game to help pupils determine the identity of various objects by touch.

14. Refer to Health and Growth series on senses pp. 8-24. This is an excellent resource.

15. Discuss the importance of caring for all five senses. Tie in with safety. How could one strengthen the other senses if one were lost?

16. Discuss the book Colors by John Reiss with the class. Then experiment with various colors to express feelings and moods. This could be a crayon resist picture.

17. Have the children trace and cut out eight triangles of the same size. By arranging them in different ways, see how many objects can be made.

18. Play "Who's the Ghost." The children cover their eyes. The teacher taps one child on the head. He leaves the group to put on a sheet: While the children's eyes are still closed, the ghost talks. The others guess who it is.

19. Discuss "A word can make you see things even when you don't." What pictures do you see when you hear the words: sunset, astronaut, tricks and treats, a car accident, etc.?

20. Ask the children what they see moving when certain words are said, such as: a train whistle, screeching brakes, a baby crying, etc.

21. Classify sounds as: country sounds, city noises, house noises, nature sounds, people sounds.

22. Read the book The Listening Walk, by Showers. Then take a "listening walk." Make a list of sounds heard.

23. Make sounds by dropping various objects on the floor. Have the children say a word for the sound they hear.

24. Show the filmstrip "Appeal To The Senses." Have the children identify the particular senses illustrated in the various pictures.

25. Have the children write stories from a beginning, such as: I like the feel of soft things. I like the smell of _____.

26. Make a class scrapbook of the five senses.

27. Make a "picture to feel" collage by posting things of different textures on cardboard. Talk about things people do or do not like to touch.

28. Have the children write riddles about the senses. They may read them to the class for answers.

29. Show the film "Z Is For Zoo." After showing, have the pupils name other animals they can see in their minds which begin with the various letters.

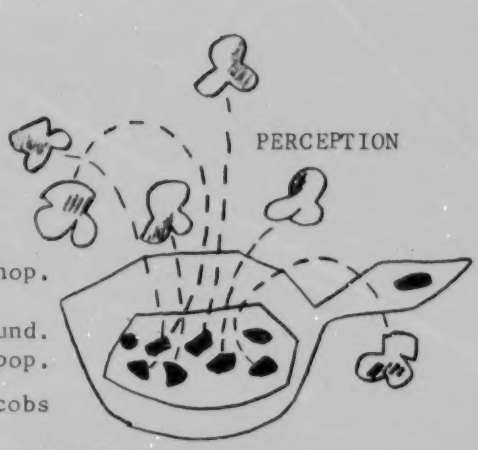
30. Read What Is Your Favorite Thing To Hear to the children. Talk about their favorite things to hear.

31. Use The Creative Eye and Color sound filmstrips kit to correlate perception with art.

32. Read and discuss some of Illa Podendorf's books to aid children in the power of perception. See the library suggestion book list.

33. Read the poem "Small Talk," page 32 in The World of Language. Imitate the sounds various animals make.

34. Pop corn for the class. Talk about the five senses involved. Enjoy this poem with the children. Have them dramatize it.




Popcorn

Dance, popcorn, dance! Hop, hop, hop.
Whirl and twirl and turn around,
Leap, and spring and bounce and bound.
Dance, popcorn, dance! Pop, pop, pop.

Leland Jacobs

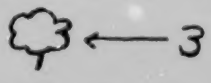
35. Read the poem "A Picnic," page 96 in The World of Language. Classify various smells and tastes of picnics, bakeries, restaurants, kitchens.

36. Blindfold a child. Have him identify the flavor of different kinds of lifesaver candy.

37. Use "Impressions" (tapes and filmstrips). There are numerous suggestions for activities listed in the accompanying manual.

*38. Have class fun making comparisons such as: as sweet as a _____, as sour as, as rough as.

39. Write the numbers 0 through 9 on the board in colored chalk. Have the children develop each number into a picture. For example, 3 looks like a butterfly on a pink petunia.




looks like the ear of a monkey.

40. Read the poem "Paints" to the class. Let the children experiment with paints in order to perceive and develop pictures.

Ilo Orleans

Paints

When I paint YELLOW

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41. Instruct the children to trace around their hand. The shape will suggest ways of creating pictures of people, animals, and various objects.

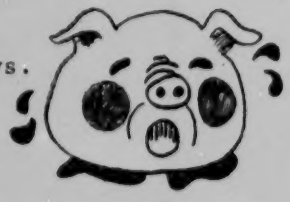
42. Enjoy the book Juba This and Juba That with the children. This is a book of rhymes, songs, chants, and stories in which pupils may participate and do role playing.

SELF
OTHERS
WORLD

CONCEPT: Language helps us understand self, others, and our world.

AIM:

1. To strengthen the awareness of who we are, how we feel about ourselves and how we relate to others.
2. To appreciate how people are dependent upon each other.
3. To help the child feel well about himself.
4. To realize that everyone has good days and bad days.



AVAILABLE RESOURCES:

1. Films:
   #8-683 "Merry-Go-Round Village" (18 min.)
   #4-531 "My Turtle Died Today" (8 min.)
   #4-549 "Noises In The Night" (8 min.)
   #4-262 "Just One Me" (11 min.)
2. Health and Growth series pp. 117-139
3. Inquiring About People - Holt, pp. 1-27
4. Time For Poetry - Arbuthnot
5. Open Windows
6. Merry-Go-Round
7. The World of Language (T. Ed - Book 1) Chapters 1, 2, 3, 4
8. Lands of Pleasure pp. 140-149
9. Filmstrips 1260, 1261, 1262 (A.V. Center)
10. "Puppets Playmates" (Kindergarten room)
11. Record "Dry Bones" (Holt Data Box)
12. Records of feeling (from I.M.C.)
13. Library book suggestions:
    Johnny Lion's Bad Day, Edith Hurd
    Where Is Daddy?, Beth Craft
    Days I Like, Lucy Hawkinson
    A Bad Day, Ruth Holland
    The Shy Girl, Phyllis Krasilovosky
    I Am Better Than You, Robert Lapshire
    Faces, Barbara Brenner

SELF
OTHERS
WORLD

How Do I Feel?, Norm Simon
Freckle Juice, Judy Blume
Who Will Be My Friend?, Sydney Hoff
Too Many Crackers, Ellen Buckley
I Have Feelings, Larry Burger
Feelings, Judy Dunn
I Need A Friend, Sherry Kafha
Boy Was I Mad, Kathryn Hitte
Rutherford T. Finds 21B, Barbara Rinkoff
Whose Mouse Are You?, Robert Krause
Your Skin and Mine, Paul Showers
A Baby Starts To Grow, Paul Showers
This Is My Family, Howard Fehr
Gladys Told Me To Meet Me Here, Marjorie Sharmat
Frog and Toad Together, Arnold Lobel
Frog and Toad Are Friends, Arnold Lobel
Alexander And The Wind Up Mouse, Leo Lionni
Swimmey, Leo Lionni
Frederick, Leo Lionni
Secret Three, Mildred Myrick
David Was Mad, Bill Martin Jr.
Aileen Fisher Series (Poetry):
- Animal Disguises
- Animal Houses
- Animal Jackets
- Filling The Bill
- Going Places
- Sleepy Heads
- Foil Twisters
- No Accounting For Tastles
- Now That Days Are Colder

Juba This and Juba That, Virginia A. Tashjian
A Nightmare In My Closet, Marianna Mercer
The Meanest Squirrel I Ever Met, Gene Zion
Theodore, E. Ormondroyd
Theodore's Rival, E. Ormondroyd
The Biggest House In The World, Leo Lionni
Bad Boy, Good Boy, Marie Ets
No Fighting, No Biting, Else Minarek
Hi Cat, Ezra Jack Keats
Peter Chair, Ezra Jack Keats
Goggles, Ezra Jack Keats
The Snowy Day, Ezra Jack Keats
Whistle For Willie, Ezra Jack Keats
A Letter To Amy, Ezra Jack Keats

HELPFUL
ACTIVITIES:

1. Make a bulletin board with caption "People Need Each Other." Cut out faces from magazines and mount on a large sheet of paper. Another board could be "Hands That Help." Have children make hand prints from tempera paint (yellow, blue, and pink) all over a large paper.

2. After blowing up balloons, the children can use magic markers to draw in faces showing how people feel.

3. Make a zig-zag book. Fasten large sheets of cardboard together with lacing or tape. Write or illustrate how a person or animal felt in a given story or situation.

4. Make faces showing happiness, sadness, or anger. Post them in different parts of the room. Put a class list by each. During the days pupils may go to the poster and check whenever he has that particular feeling. He may also go to the mirror to look at his facial expression.

5. Print the words happy, angry, sad, tired, scared, etc. on cards. Put the cards face down. Have pupils draw cards and tell when they felt that way.

6. Play records with feeling to illustrate how music makes us feel. Have pupils pantomime their moods.

7. The pupils will enjoy the film "Merry-Go-Round Horse" which tells of a boy who did many things. The children should draw some things they saw him do.

8. Find pictures of people dressed in various ways. Ask the children how clothes affect the way we feel toward ourselves and others. If you could shop for yourselves, what would you buy to wear? A box of dress-up clothes in the room is helpful and fun.

9. Read this poem to the children.

"A Spider's Web"

by Virginia Brown

Have you ever touched

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Talk about the feelings experienced. Help the class make up another verse to add to the poem.

10. Correlate human relations with physical education in various ways: choosing partners, taking turns, being a good sport, working for the team, not being a quitter, etc.

11. Play the telephone game. "Call your friend and pretend you are feeling a certain way." For instance: "Last night I lost my new bike." A pupil may talk over the telephone before the mirror.

12. Poems: "Sh," p. 13, and "Bedtime," p. 246, Time For Poetry, Arbuthnot. Discuss these family relationships with the children.

13. Have pupils do role playing situations. For example: Select four pupils to pretend they are on the moon. Only three can return to earth. Let the pupils react and solve this problem through creative dramatics.

14. Play the "Supposing Game." Set up various situations and discuss how they would feel. For example, suppose no one at home remembered your birthday. Suppose your sister always bossed you. Suppose you are alone and you hear a funny noise. Suppose it rains on picnic day.

15. Use Open Windows. Most of the stories deal with human relations.

16. Use Inquiring About People, pp. 1-27. This chapter deals with "Who Am I?" Many activities are suggested.

17. Use Merry-Go-Round poems to illustrate feelings.
    "I Am a Bad Dog," pp. 66-67
    "Whose Little Bird Am I," pp. 30-32
    "Happiness," p. 55

18. Use The World of Language, Follett, Chapters 1, 2, 3, and 4. This is excellent for self-image. It ties in well with social studies listed above.

19. Use this theme for a creative writing exercise: "If you see someone without a smile, give him yours." Why is a smile so important? Have the pupils look in the mirror for different facial expresions.

20. List things of beauty the child has observed for a week.

21. Talk about the difference one might feel in daytime and nighttime. Lands of Pleasure, pp. 140-149

22. Record your impressions of each child the first week of school. Seal the envelope. Open at Christmas time to see if first impressions have changed. Record and seal. Open again at the end of the year to make a final analysis.

23. Play the record "Dry Bones." Have children act it out to realize how people are alike. They may do this before the mirror.

24. Have the pupil draw a picture of himself, cut it out, and paste it on a class mural to show how they are alike, yet different. Have them stand before the mirror to help estimate proportion.

25. Use such themes as: "I would like to be...." or "An animal I would like to be...." as class discussion, role playing, or written composition.

26. Play "Buddy For A Day" often. Put each child's name in a box. Let half of the pupils draw names. The person whose name is drawn becomes a pal for the day. The pair should plan to work and play together.

27. Make paper sack masks of various characters depicting how one might feel. (ugly, scary, funny) Masks of characters from stories and poems can be used for creative dramatics. Have the children look in the mirror to see how the mask makes them look and feel.

28. Show filmstrips on animal families and compare with human families.
#1260 "Mr. Cottontail and Her Springtime Family" (A.V. Center)
#1261 "Mr. & Mrs. Mallard and Their Family" (A.V. Center)
#1262 "Mr. & Mrs. Beaver and Their Family" (A.V. Center)

29. Use puppet playmates from the I.M.C. to act out various characters and stories.

30. Use From Thoughts To Words, pp. 119-122 to direct children to poems and stories about friends.

31. Show the film "My Turtle Died Today." Talk about times and ways we have compassion for people and animals. Have they had similar experiences?

32. Have the pupils bring their baby pictures. Display on bulletin board with their present school picture. Discuss how they have changed in looks and actions as they have grown.

33. Show the film "The Merry-Go-Round Horse" as a basis for discussion of feelings and moral values.

34. Use Health and Growth, pp. 117-139. This unit shows the importance of getting along in the family.

35. Show the film "Just Like Me." Have the pupils imitate various roles (people, objects, animals).

36. Read, or have the children read the various books listed in suggested library list. These books may help the child create a good self image.

37. Show the film "Noises In The Night." Have the children talk about their fears and talk about ways to cope with them.

38. Enjoy this poem with the children:

Just Me

Nobody sees what I can see,

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Margaret Hillert

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt to "cover everything" within each concept.

CONCEPT: Language is communication

AIMS:

1. To appreciate the importance of careful listening.
2. To know how to listen carefully.
3. To acquire the habit of following directions with care.
4. To listen with courtesy to others.

AVAILABLE RESOURCES:

1. Listen and Help Tell A Story
2. The World of Language, Follett (T.E.)
3. "Sleeping Beauty" (film) (A.V. Center)
4. "The Naughty Owlet" #4-590 (film) (A.V. Center)
5. Stories for Joining In, SFS (A.V. Center)
6. "Tell Again Story Cards" (A.V. Center)
7. From Thought to Words, pp. 10, 11, 12
8. Records for creative dance (I.M.C.)
9. Impressions, Volume II, tapes and filmstrips (A.V. Center)
10. A Listening Story Lesson - records and cassettes (A.V. Center)
11. Library book suggestions:
    Listen Listen, Crosby Bonsall
    Riot of Quiet, Virginia Siecotte
    Too Much Noise, Ann McGovern
    Uncle Shelby's Giraffe and a Half, Shelby Silverstein
    Listen, Listen, Ann and Paul Rand
    Listen, Listen, Listen, Joan Wells
    Brave Little Indian, Bill Martin, Jr.
    What Is Sweet? What Is Sour?, Bill Martin, Jr.
    Nobody Listens To Andrew, Elizabeth Guilfoyle
    Listening Walk, Paul Showers

What Whiskers Did, Ruth Carroll
I Saw A Purple Cow and 100 Other Recipes for Learning, Ann Cole and Others
Gobble Growel Grunt, Peter Spier
Paper Folding To Begin With, Florence Remko and Elaine Simon
Listen Children, Listen, Myra Livingston
Listen and Help Tell the Story, Berniece Carlson

HELPFUL ACTIVITIES:

1. Refer to Listen and Help Tell a Story for numerous listening activities (fingerplays, plays, stories, poems).

2. Stress the importance of careful listening in following directions, playing a new game, running errands, working at stations, etc.

3. Show the film "Sleeping Beauty." Prior to showing, tell the pupils to listen carefully for the sequence of story happenings. List the proper order on the board.

4. Use The World of Language, p. 47, to set the stage for the discussion of how a listener really listens. Use the poems on pp. 65 and 66 also. Use Chapter 10 to lead a discussion of radio and TV listening.

5. Show the pupils how nature talks to us if we listen (the wind, rain, water, animals). This may lead to writing activities.

6. Correlate listening with safety. Discuss the necessity of listening to train whistles, car horns, fire alarms, school bells, and rules being given.

7. Play the "whispering game." The first child whispers the beginning of a story. The next child whispers that and adds more. The last child in the row relates the whole story as he heard it.

8. Play the game "Simon Says."

*9. Show the film "The Little Owlet" to demonstrate the significance of listening to parents and teachers. To evaluate have pupils recall the sequence of the film.

10. Listen for nearby, faraway, loud, soft, and unusual sounds. Make a tape recording of room sounds.

11. Read a story to the children. Have them listen for a specific purpose, for the main ideas, to remember sequence, and to form images.

12. In physical education class, set up exercises that call for sharp listening. Have them reproduce rhythm patterns of skipping, hopping, jumping, etc.

13. Have pupils respond to short oral paragraphs given by the teacher by using some art media to illustrate what they heard. Dramatizations could follow.

14. Show "SFS Stories for Joining In." ("Little Red Riding Hood," "Three Billy Goats Gruff," "Three Bears"). The children must listen very carefully in order to participate. This could be used as a learning center.

15. Play "Hen and Chickens." Select a child to be the mother hen. The child leaves the room. The teacher designates several children to be chickens. All children place heads on the desk. Mother Hen comes back and says, "Cluck, cluck." The children who were picked say, "Peep, peep." Mother Hen goes to those she thinks are the chicks. Many variations of animals may be used.

16. Tape a child's reading of a story or poem. Play it back and discuss how it could be improved. Then make a new tape.

17. Correlate listening with music. Match the pitch of tones. Move the arms or whole body in accordance with pitch. Do creative dance. Draw pictures of what you saw in your mind's eye.

18. Classify various sounds (street sounds, sounds at play, angry sounds, animal sounds).

19. Read some of the stories listed in the suggested list to show the importance of careful listening. Using the various media, have the children do a follow-up activity.

20. Have fun listening to short rhymes, such as "See you later, alligator"; "See me float, in a boat." The children may create some of their own from a list of words.

21. List good listening manners to be posted in the classroom.

22. Use "Tell Again Story Cards." This box consists of six different stories put on cardboard with pictures on the front and stories on the back. The first time the teacher can show the cards and read the story. Later the children can tell the story as the teacher shows the card. Still later, the child can do all of it.

23. For teacher information, read From Thought to Words, pp. 10, 11, 12. (Listening to one another is important.)

24. As a teacher, inventory your own talking and listening. Children imitate what they hear. Make a policy of not repeating instructions too often. If repetition is necessary, call on pupils to do it.

25. Play "Surprise Sack." Have each child bring a paper sack with a secret object in it. The child describes what he has and the others try to guess.

26. Use "Impressions" (tapes and filmstrips): "At the Fair," "At the Fun Zone," "At the Auto Show," "At the Shopping Center." There are numerous suggestions for activities listed in the accompanying manual.

*27. To check on how well the children listen, give an oral exercise such as:

Draw a line across your paper.
Make five blue triangles on the line.
Make another line below the first line.
Between the two lines make a red, wavy line.
Under the bottom line make four squares.

28. Play "Curious Traveler." The teacher says, "We will be curious travelers."

The traveler stood up. (children stand)
He looked North.
He looked South.
He looked East.
He looked West.
He turned around and faced the North; then West; then South; then East. Then he sat down.

29. Use "A Listening Story Lesson" (records and tapes). These stories may be included in the literature experience also.

*30. State a number of true-false statements. Have the children stand if the statement is true, and to sit if false.

*31. Read some of the stories in the suggested list. To evaluate the level of listening have the children complete a follow-up project.

CONCEPT: Language is communication.

First grade spelling: Our language arts philosophy states - "Although spelling is not one of the major components of the language arts, it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones."

Each teacher will have her own method of teaching spelling. Much of the spelling should be tied in with each child's written stories. The teacher's expectations and requirements will be in accordance with the ability of the child. Whatever procedures are used, spelling should be both challenging and enjoyable.

AIM:

1. To provide readiness for written composition.
2. To understand how to put our thoughts on paper.
3. To know the importance of choosing the words that say what we mean.
4. To enjoy how to express ourselves on paper.
5. To gain skill in spelling words.

AVAILABLE RESOURCES:

1. Library book suggestions:
   Hey Riddle Riddle, Bennett Cerf
   More Riddles, Bennett Cerf
   Three Fox Fables, Paul Galdone
   Town Mouse and Country Mouse, Paul Galdone
2. From Thoughts to Words
3. "Bambi" (filmstrip-#2575) (A.V. Center)
4. Story starter packet.
5. Film - "The Big Red Barn" (A.V. Center)

WRITING

HELPFUL ACTIVITIES:

1. Read a short descriptive story to the children. Have them write an ending.

2. From a list of reading phrases, have pupils write complete sentences.

3. Use old book jackets. Cut out the title side and mount on paper. Have pupils write their stories for the picture and attach to the mount.

4. Tell the children to pair off by twos. Look directly at the partner and write a description.

5. Using a given list of words, have the children compose a story. For instance, dog, hungry, large, friend, brown, road, house.

6. Have each child keep a personal spelling list in a folder for ready reference. A folder should be kept for their writings also.

*7. Challenge the child's spelling ability by having an occasional class spell-down. This activity will help the child visualize the words.

8. At special times during the year, compose a poem with the class.

9. Keep a room diary for a week or two.

10. Several times during the year, compose a newsletter to be sent home to parents.

11. Have the children bring a favorite snapshot from home. Write about it and share it with the class.

12. It will be fun to have the children write a "tall tale" about their pet or some other animal.

13. Read riddles from Bennett Cerf's riddle books. The children may write some riddles of their own.

14. Use numerous pictures as a basis for creative writing.

15. Write suggestions for creative writing on cards. Place the cards face down. Let the children draw and then write on the topic chosen.

16. Have the children write directions for making something, such as: a sack puppet, a snowman, chocolate candy.

17. Keep a room scrapbook of the pupils and their families. Watch the Post-Bulletin for articles. Record birthdays, trips taken, etc.

18. For letter writing suggestions, see suggestions in the concept, "Language has certain mechanical conventions."

19. Have the children compose lists using My First Dictionary, i.e. things that fly, animals with fur, things that have seeds.

20. Read Three Fox Fables, The Town Mouse and The Country Mouse, or some other fable. As a class, try to compose a short fable in order to teach the principle.

21. Keep a list of story starters, such as:

    One day Daddy said we could go on a trip.
    It is fun to play with my pet.
    If I could have my favorite foods to eat I would choose...
    A trip to the zoo is fun.
    When I grow up I want to be a...
    One night I dreamed that...
    If I could have one wish it would be...
    What a day!
    If I could be an animal, I would be a...
    Have you ever caught a fish?
    If I were a...(an object such as a hammer, nail, pool, etc.)
    Do you know my favorite game?
    Why does Santa wear red?
    What might a bar of soap say to dirty hands?
    My shoes have a story to tell.
    I am a toy that has come alive.
    This is a tall tale.
    If my dog could talk...
    The worst (or best) thing that ever happened to me...
    My tooth came out.
    This is a silly story.
    There is only one me.
    My favorite (pet, clothes, game)...
    If I were a shoe (or any other object)...

22. Suggestions of ways to start stories: with a title, a picture, a question, a conversation, an unfinished sentence, a description, or as an ending to a story.

23. Show the film "The Big Red Barn." As a follow-up have the children write imaginary conversations that might have taken place between two of the animals.

24. To make children aware of how descriptive words add color to writing, write a list of nouns and adjectives on the board. Have children write descriptive sentences from these words.

25. To help the children understand how descriptive words add strength to a sentence, write sentences of three or four words on the board. Have the children increase each sentence to seven words. For example, the dog ran.

26. Put an object in a box. Have the class write a paragraph titled, "My Guess." The pupil who guesses correctly may have the object.

27. To stimulate the imagination, have the children pretend they are animals that can talk. Write conversations between animals or between them and an animal.

28. Ask the children if they think animals dream. Write a dream an animal might have.

29. To encourage visual imagery, have the children make a list of things people can do that animals can't and one that animals can do and people can't.

30. List familiar nouns on the board. Ask the children to compose silly sentences for each word.

31. Show the filmstrip "Bambi." Tell the children to pretend Bambi was theirs. Have them write a different ending for the story.

32. Ditto sentences to aid children in finding the meaning of words.

    An island is _____.
    Doughnuts are _____.
    A turnip is _____.

33. Make two sets of animal tracks on a large sheet of paper. Have the tracks meet in the middle and get rather mixed up. One set of tracks continues to the top of the paper. This is a good springboard to a creative writing story.

34. List words on the board. Have the pupils use the words to express surprise or strong feeling.

35. Use a decorated shoe box as a piggy bank. Slip in words as correct spelling is learned.

36. Have each pupil bring a snapshot. After mounting it on paper they may write the story of it.

37. Bring the comics from the Sunday paper. Cut up the strips and rearrange to make a new story. A different ending to the original comic could be written also.

38. Show children examples of rebus stories and then have them try to write one.

39. Present this rhyme to the class. Talk about times when the children have been shocked. Follow with a creative writing lesson.

It's Such A Shock

by William Cole

It's such a shock, I almost screech

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40. Creative writing idea contributed by Tom Theismann:

This game is called "I-B-U-B."
One child says, "I'll be the shoes and you be the socks.", or "I'll be the mom and you be the dad." The challenge is to think of pairs that are imaginative or funny. After doing this orally, the children could use the dictionary to help them write new combinations.

CONCEPT: Language is communication.

AIM:

1. To enjoy communicating to others by using our bodies.
2. To understand how our facial expressions tell what we are thinking.
3. To appreciate the many ways we can communicate with others.
4. To know how to use our voices effectively.

AVAILABLE RESOURCES:

1. Listen and Help Tell A Story
2. My First Dictionary
3. Stage, Section 3, pp. 24-39
4. The World of Language, Book I, T.E.
5. From Thoughts to Words, pp. 41-42 and page T. 73
6. Puppets
7. Merry-Go-Round, pp. 24-29
8. Inquiring About People, Holt, pp. 213-237
9. Library book suggestions:
   Giants and Other Plays, Syd Hoff
   Little Plays For Little People
   Puppet Party, Goldie Chernoff
   Finger Puppets, Laura Ross
   I Met A Man, John Ciardi
   Show and Tell, H. J. Fletcher
   Red Riding: A Story of How Katy Tells Tony
   A Story Because It Is Raining, Jean Merrill
   Mr. Gumpy's Outing, John Burningham
   Hands, Hands, Fingers, Thumb, Al Perkins
   My Hands, Aliki
   Faces, Barbara Brenner
   Mine, Mayer Mercer, Marianna
   Frog, Where Are You?, Mayer Mercer, Marianna
   Brave Little Indian, Martin Holmes

HELPFUL ACTIVITIES:

1. The teacher can use selections from Listen and Help Tell A Story to show that adding movements and noises with words can add depth to communication.

2. Play the "Body Game." Have the children use various parts of their bodies to tell something (goodbye, come here, I don't know, I have a pain, that smells bad).

3. Discuss how babies communicate before they talk. A child's oral language competence far exceeds his ability to read. Therefore, many opportunities must be given for oral language activities. Open-ended discussion questions will help to promote free expression, such as - Suppose the fox didn't eat The Gingerbread Boy. Suppose the woodcutters didn't kill the wolf.

4. Read poems and stories to the children. Have the class tell the same story using noises and body movements.

5. Give opportunities for pantomime. It is a natural accompaniment for stories and poetry. For example, you meet a bear face to face. You are a talking toy come alive. Your canoe tips over in the water.

6. Have a "dress up" day. The pupils may practice in front of the mirror, and then perform for the class.

7. Bring an object to arouse curiosity. Because many activities are more effective if carried out in small groups of pupils, have them separate into groups to talk about the curious object. Later they can report back to the class.

8. The class may do role-playing, as:

   Take a person safely across the street.
   Show a friend you have lost a pet.
   You are surprised at your birthday gifts.
   This is the first time you have tried to use your new skates.

9. To add to the enjoyment of poetry, give the class experiences in choral reading. Stage, Section 3, pp. 24-39 is an excellent source; also, Merry-Go-Round, pp. 24-29. This is a good way to encourage the slow learner to participate.

10. Tape book chats given by the pupils to check on oral expression. This can be done several times a year to note improvement.

11. Imitations of people are fun. Select a time when children are in the mood to perform. Some suggestions: TV personalities, a cowboy, a ballerina, a movie star, a baseball player.

12. Tell the children to use their imaginations to decide what they would do under certain circumstances, such as: A bear chased you, you see a house on fire, a large bird flew near your face, you are a chick wanting to get out of a shell, you are going to fly for the first time.

13. The children may like to demonstrate: how to make a sack puppet, how to bandage a cut, how to make a paper airplane, how to fold a paper hat.

14. Play a guessing game of actions. Have children pretend they are water skiing, eating watermelon, wringing out a wet towel, walking like certain animals, etc.

15. Encourage the children to give little talks on their personal experiences. Talk about the importance of a clear voice, good expression, having an interesting topic, avoiding too many "ands."

16. Give the children many opportunities to dramatize stories and poems. It is important that they first listen to the poem, perhaps more than once.

17. Make paper sack masks or use puppets to help children play character roles.

18. Assign pupils to make up a play to present to the class or for a program for parents, such as, "Daddy Babysits" or "The Day I Prepared Breakfast" or "I should have stayed in bed today."

19. To help the children express common experiences, use pp. 41 and 42 in From Thoughts to Words.

20. Have the children imitate some of the T.V. commercials.

21. Correlate with Social Studies: Inquiring About People, pp. 213-237.

22. Have the pupils think about fanciful creatures such as elves, fairies, and witches. They may act out mischievous, dramatic play involving these creatures.

23. Dramatize a bus trip. Set up two rows of chairs to represent the bus. The children could take turns being the driver.

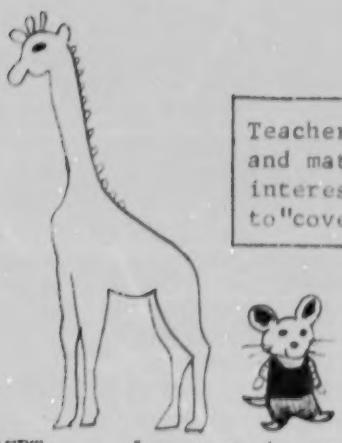
24. Divide the class into groups. Have each group be responsible for giving an original skit to the class.

25. Act out everyday occurrences, such as: home situations, playground activities, fun with pets, or neighborhood experiences.

26. Play individual or group charades. This gives an opportunity for role playing.

27. Give opportunities for improvising. Act out a scary situation (real or make-believe).

28. Refer to World of Language, page T. 73. Pantomime the poem "Cat."



Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt to "cover everything" within each concept.

USAGE
SEMANTICS
CHANGES IN LANGUAGE

CONCEPT: Language is constantly changing.

SKILL:
1. Realize that we are constantly growing in language.
2. Recognize that words have different meanings.
3. Understand the appropriate uses of words.

AVAILABLE RESOURCES:
1. My First Dictionary
2. Time for Poetry p. 31
3. From Thoughts to Words, Chapter 21, pp. 67, 68, 69, 70
4. The World of Language, Book I, T.E.

HELPFUL ACTIVITIES:
1. Have each child keep a composition folder to show language change within the year. Children should refer to their folder to see how their written language has progressed throughout the year.
2. To show how words become outdated, have a dictionary lesson. In My First Dictionary find these words: ark, automobile, baby carriage, bucket, bureau, false face, galoshes, petticoat, and washbowl. Have the children tell or write words that we use in place of these today.
3. With the class and perhaps an older visitor, compile two lists of words. The first list might contain new words for new things in the last 25 years. The second list should contain words that are no longer used or used very little (churn, washboard, coffee grinder, hand plow).
4. Discuss how each of us grows in language. Have the children sign their name, list a new word they have learned, and the meaning of the word on a posted chart.

5. Talk about the new inventions of the past years, and how they have added words. For a creative writing lesson tell the children you have given a new word to some new invention. It is called a "Criptolbun." Have the children write about it. They might make an illustration of it also.

6. Read some poems of long ago to the children, such as "The Raggedy Man," p. 31 in Time for Poetry. Compare with some of the modern day poems such as those of Leland Jacobs.

7. Refer to From Thoughts to Words (chapter 21) for ideas in presenting words that have the same meaning.

8. Have the children try to compose sentences containing both words of the homonyms such as, "The wind blew the blue kite."

9. Refer to pp. 67-60 in From Thoughts to Words for ideas in presenting words that have the same meaning.

10. List words that are familiar to the children, such as happy, pretty, big. Have the children say words that mean the same. Show how a variety of words add meaning to thoughts we want to express.

11. Help the children realize the importance of saying what they mean. The speaker often has a different idea from the listener. Ask, "What do you think of when I say these words?" crawl, peek, break, smoke, about.

12. To enjoy first hand is better than reading about it. Give an example such as: Supposing you had always lived down South. Would you really understand Minnesota winters? Had you never ridden in a jet, would you really know what it was like by reading about it?

13. To show how our vocabulary both in speaking and writing is constantly growing, construct a large tree. Label the branches according to subject areas. As words are learned in each area, write it on a leaf and place it on the proper branch.

*14. Have fun with words of multiple meaning by making cards for each word used. Hold up a card and have two children give different meanings for the words. If the first child uses one meaning the second child is forced to change to another meaning. Examples of words are: tie, foot, ruler, bat, saw, cold, top.

15. Have a discussion of how words have changed. As a fun activity for the class, put a chart on the board giving an old word, a modern word, and one we might use in the future. For example:

| old | now | future time |
|---|---|---|
| galoshes | boots | dryons |
| seesaw | teeter totter | high-low |
| petticoat | slip | between-wear |
| salt cellar | salt shaker | salt sprinkler |
| cellar | basement | lowerlayer |

16. Build a ladder of communication in relaying messages - picture writing, smoke signals, symbols, writing, telephone, radio, T.V. etc. Ask the children if they would liked to have lived a long time ago when getting messages was slow. Do you think it will change in time to come?

*17. To stress the importance of using the correct form of a verb, ditto sentences which call for is and are, was and were, have and has, go and goes. Check to see of children can choose the right word.

18. To show the children how they have changed throughout the year, tape individual children at various times (use interviews, reading, conversation with another child, signing, etc.).

19. Have a discussion of how our language changes according to time and place. The children make, say, and act out expressions that might be used on the school ground, at the library table, at the dinner table, at a swimming pool, at the circus, etc.

*20. The meaning of a sentence depends upon how we say it. Have the children say the same sentence as a statement, a question, or with strong feeling.

21. Play the game "Teakettle." Teakettles are homonyms. A child stands and says, for example, "My eyes are teakettle. The wind teakettle the kite." Others guess the word, and the child writes the two words on the board using both spellings (blue, blew).

22. Refer to chart on usage in the appendix.

23. To help pupils become more aware of the correct usage and spelling of a word, do this activity. Cut quart milk cartons in half. Cover the bottom half with contact paper. Label each carton with who? what? why? In another box place words that answer these questions. Place the words in the proper boxes. The children may read the words to the teacher, a classmate, or peer helper.

24. Tape "show and tell" time. Play the tape back to see if mistakes were made in language. Children will become more aware of speaking correctly.

25. Play the "talking typewriter" game, p. 119 in The World of Language. Use the game to show that words have different meanings according to how they are spelled.

26. Talk about words with opposite meanings. Then have the children draw opposite pictures such as - (fire, ice) (thin, fat) (old, young).

27. Use My First Dictionary to locate compound words. The pupils may draw and label each.

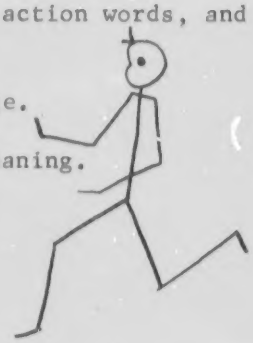
Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt to "cover everything" within each concept.

PRE-GRAMMAR

CONCEPT: Language has a variety of structures.

AIMS:

1. To know the differences between name words, action words, and picture words.
2. To acquire the habit of using proper language.
3. To appreciate how the choice of words add meaning.



AVAILABLE MATERIALS:

1. My First Dictionary
2. My Self-Help Dictionary
3. The World of Language, Book I, T.E. pp. 62, 63, 74, 83
4. From Thoughts to Words, pp. 15, 16, 17, 81, 82, 83

HELPFUL ACTIVITIES:

1. Use My First Dictionary to call attention to the picture words that are the names of things. Point out action words and picture words in My Self Help Dictionary.
2. Have children make two lists of words, one of things people could touch, and one of things people could not touch (the, will, with).
3. Help the children classify words according to living and non-living.
4. As a fun activity, have some children write the names of things, and some write action words. Have one child read a name word, and one follow with an action word.
5. Have the pupils make a list of words for people such as milkman, cowboy, uncle.
6. Draw stick figures for action words.
7. Display an action picture. Have the children write a list of action words they see in the picture.
8. Call attention to adding ing to action words.

9. Read poems from The World of Language (T. Ed.), "Cat," p. 74; "Little Turtle," pp. 58, 59: "Bam, Bam, Bam," pp. 74, 75. Listen for action words. List them. Dramatize them.

10. Conceal a number of objects from the children. Have one child take a peek, and then tell what he saw. I saw _____.

11. List a number of words on the board that contains nouns, verbs, and adjectives. Have children list the words under three columns: Name Words Action Words Picture Words.

12. Hold up a toy animal. List on the board all the words that describe that animal. Compose sentences using many words of how it looks and feels.

13. Use ideas pp. 15, 16, 17 in From Thoughts to Words to show how picture words add meaning. Also pp. 59, 60, and pp. 81, 82, 83.

14. Play "The Crocodile Game," pp. T. 83 and pp. 62, 63 in The World of Language to help pupils increase their word power.

15. Play a game of action words. Tell the children they are going to build a house. Think of all the workers. Demonstrate and name the action.

*16. Tell the story - Mrs. Seen is a very kind mother because she always takes her children along with her. List have, had, has, were, are, been. Mrs. Saw is just the opposite kind of mother. She never takes any of her children along. She always goes along, so we never say "have saw." We just say "have seen." Apply to other verbs also.

17. Explain to the children that picture words (adjectives) add beauty and meaning to compositions. List many picture words on the board and then have children compose descriptive paragraphs.

18. Play "add a word" game. One pupil writes a name word on the board, another adds an action word, and still another some picture words until good, descriptive sentences are written.

19. Ditto a number of scrambled word sentences. Have pupils cut the words apart and arrange in correct order.

20. To help children understand, enjoy, and use figures of speech, bring in several feathers. Feel them, blow them, describe them. Use "light as a feather" in a sentence. Name other things that are light as a feather. Do the same for other figures of speech.

*21. Give children practice in making one sentence from two. For example, I have a dog. He is big and brown.

*22. Give children skeleton sentences. Have them make the sentence grow: eg., Elephants walk.

CONCEPT: Language has a variety of structures.

AIMS:

1. To appreciate the fact that literature has a variety of forms.
2. To strengthen the child's power of imagination.
3. To create a love of literature.

AVAILABLE RESOURCES:

1. Time for Poetry, Arbuthnot
2. The Arbuthnot Anthology
3. Story Time
4. I Know A Story
5. Merry-Go-Round
6. Listen and Help Tell a Story
7. The World of Language, Book I, T.E.
8. Stage
9. Library book suggestions:
   Rain Makes Applesauce, Julian Scheer and Marvin Bilek
   The Very Hungry Caterpillar, Eric Carle
   The Apple Mouse, Thomas Ulrich
   Mr. Willoby's Xmas Tree, Robert Barry
   Joke Book, Syd Hoff
   101 Elephant Jokes, Bennett Cerf
   Pop-Up-Riddle Book, Bennett Cerf
   Animal Riddles, Bennett Cerf
   Book of Riddles, Bennett Cerf
   Beginning To Read Riddles and Jokes, Alice T. Gilbreath
   It Does Not Say Meow and Other Animal Riddles, Beatrice DesRegneirs
   The Hare and The Tortoise, Paul Galdone
   Obedient Jack (Folk Tale)
   Jack and The Beanstock
   North Wind And The Sun, LaFontaine
   The Richman and The Shoemaker, LaFontaine
   Pinocchio, Herring
   Poetry For Birdwatchers, Leland Jacobs
   Poetry For Witches, Elves and Goblins, Leland Jacobs
   Where Does Everyone Go?, Aileen Fisher
   In One Door And Out The Other, Aileen Fisher
   Up, Up The Mountain, Aileen Fisher
   Hey, Riddle Riddle, Ann Bishop
   The Riddle Book, Oscar Weigel

The Riddle Pot, William Weisner
Mickey Mouse Joke Book, Walt Disney Productions
About Little Things, Elizabeth Itse
Book of Nursery Tales, Jack Keats
Three Fox Fables, Paul Galdone
Fables of Aesop, Jack Keats
Town Mouse and Country Mouse, Paul Galdone
Shoemaker and The Elves, Folk Tale
Let's Imagine Being Places, Janet Wolff
Millions and Millions and Millions!, Louis Slobodkin
Let Her Dance, Charlotte Steiner
The Blueberry Pie Elf, Jane Thayer
The Popcorn Dragon, Jay Hyde Haun
The Good Bird, Peter Wezel
Sleeping Beauty, Fairy Tale
Hansel and Gretel, Fairy Tale
Rumplestilskin, Fairy Tale
Snow White and Rose Red, Fairy Tale
Three Bears, Fairy Tale

10. Filmstrips #1810 through #1817 (A.V. Center)

11. Filmstrips with tapes #1860 through #1867 (A.V. Center)

12. Learning Language Skills, Kit 2, (A.V. Center)

13. Read-A-Long Kit (A.V. Center)

14. Films:
"Little Red Riding Hood" #4-133 (9 min.) (A.V. Center)
"Rumplestiltskin" #4-128 (11 min.) (A.V. Center)
"Sleeping Beauty" #8-583 (15 min.) (A.V. Center)

15. Instant Readers (tapes and readers) (A.V. Center)

16. Tapes:
"Let's Say Poetry" #97 (A.V. Center)
"Poems and Songs For The Very Young" #5821
"Mother Goose Nursery Rhymes" Walt Disney #129
"Aesops Fables" #641
"Grimm's Fairy Tales" #128
"Cock, Red Hen and Three Goats" #222

17. Sound filmstrip - "Picture Book Parade" #14 (A.V. Center)

HELPFUL ACTIVITIES:

1. The Arbuthnot Anthology has a section on fables beginning on page 22.

2. Read the fables Town Mouse and Country Mouse and Three Fox Fables to the children. Tell the children they were written a long time ago for the purpose of teaching a particular lesson. Discuss what each fable might teach us. Could we think of one that might apply today? Use suggested tape #641 (A-B-C)

3. Talk about books: the great number written, how they are written, the work of the artist, the covers, book jackets, etc. Read to the children frequently. The value of serving as a model for good reading and the sharing of ideas and learning experiences cannot be overestimated.

*4. Have the children pretend they are book salesmen trying to sell a book. They should tell what the book is about, the author, how it is illustrated, what it costs.

5. Refer to The Arbuthnot Anthology for stories of Make Believe, Fairy Tales, True Tales, Almost True Tales, and Mother Goose.

6. Select films such as "Sleeping Beauty" or "Rumplestiltskin" to lead into a discussion of fairy tales. Use suggested tapes #128 and #222.

7. Use Story Time, I Know A Story and Merry-Go-Round, Listen and Help Tell a Story for a great number of stories for each category.

8. Refer to the index in The World of Language, Book I for many delightful stories and poems to read to children.

9. Have children change the ending of many of their favorite fairy tales.

10. Talk how T.V. helps us: news, sports, weather, cartoons, stories, musicals, etc. Talk about favorite programs. Name some things that are advertised. The children may want to pantomime some of them. Perhaps they could sing some T.V. jingles.

11. Talk about advertising in newspapers and magazines. Have the children bring some colored ads, cut them out, and paste in a design on colored paper.

12. To show how the newspaper affects our lives, have children bring photos, pictures, cartoons, and articles for a bulletin board.

13. Talk about the difference between radio and T.V. When is one better than the other? What would life be like without them? Listen for special things such as weather forecast on each.

14. Discuss children's magazines such as Weekly Reader or News Pilot or others they might use. Why do they like them? What do they contain? How do they help us?

15. Talk about cartoons in their school paper, daily papers, or Peanut Cartoons. What is their purpose? Would they enjoy the paper as much without cartoons?

16. To acquaint children with the idea of a play, have them read character parts in the various stories they enjoy. Later they can dramatize the parts.

17. Make the children conscious of the fact that poetry tells a story. Read a poem to the children without emphasis on expression. Reread it with expression to show that it really has a story to tell. The title might be omitted to let children name a title. Use suggested tapes.

18. Use filmstrip numbers 1810 through 1817 for Mother Goose. Also filmstrips with tapes #1860 through #1867.

19. Learning Language Skills, Kit 2 may be useful. It contains one hand puppet, 6 stick puppets, 10 mirrors, one flannelboard bunny with 7 bunny suits, one book of things that go together, one book on the alphabet, one book called A Penny a Pair, 24 rhyming cards, and a teacher's guide. (A.V. Center)

20. Read a make-believe story to the children. Then have children write a make-believe story of their own such as: "The Day My Dog Talked" or "My Magic Umbrella." Another suggestion is to write stories of two animals talking. Use suggested tapes #151, #153, #157, #234.

21. Have a discussion of how stories of long ago were about fairies, witches, elves, kings, and queens. How are the stories different today? What are the stories in your reading books about?

22. Have a Mother Goose exercise in which a person is matched with an animal such as: Bo-Peep (sheep), Tom, The Piper's Son (pig), Little Miss Muffet (spider), Little Boy Blue (sheep, cows). Use Mother Goose tapes suggested.

23. Have the children write creative stories. Make a movie of them, having each child read his story. Paste the stories on a long sheet of paper, and then attach them to a roller. The cardboard rollers from paper towels may be used. A show box makes a good screen. (Marguerette Larson)

24. Have a box of women's apparel and a box of men's apparel handy. Each child may select an item to put on. He may tell or write an imaginary story about who he is, where he is going, etc. Children will enjoy dressing up at various times during the year to dramatize stories.

25. When the calendar is changed each month, post an appropriate poem. Have the children learn it by the end of the month. At the end of the month say the poem learned thus far.

26. Have the children make puppets from old socks. Keep a supply of scraps, yarn, string, buttons, and other goodies in a bucket (a five quart ice cream container). The bucket should be well supplied and handy so a child can use them when the spirit moves. (Mrs. Lundquist)

27. Use the Read-A-Long Kits in the later part of the year. It contains 11 books, a cassette and a record for a number of familiar stories.

28. Select some of these ways to have pupils interact with books.
    a. Make a model with clay to represent a favorite something or favorite someone in a story.
    b. "A Line of Good Books" - stretch a cord across a room for displaying drawings illustrating books the class has enjoyed.
    c. Draw a series of pictures on a long sheet of paper and put it on a roller for a "movie" of the story.
    d. Plan and present a puppet show.
    e. Plan a pantomime and have students guess the title of the story.
    f. Play "Who is an Author?"
    g. Write own booklets - class or individual.
    h. Make a poster (group or individual) which shows a scene to stimulate others' interest in that story.
    i. Children write a note to the librarian to say that the class enjoyed the story hour or a particular book.
    j. Write a colorful description of one of the story characters.
    k. Create additional activities to a poem read and enjoyed.
    l. Use favorite poems for choral reading.
    m. Dress as one of the characters in a book and tell about yourself.
    n. Book Chats. Child reads his favorite story to his class or to other groups.

29. To assist in helping children understand some of the different forms of literature, these definitions may be helpful:
    a. Fairy Tale - a simple story with supernatural creatures like elves, fairies, and witches.
    b. Fable - a brief tale usually having animals as characters, and containing a moral or a useful truth.
    c. Legend - a story of events often regarded as historical, but not usually verifiable; an attempt to explain a natural phenomenon.
    d. Folktale - a story from the common people depicting their life, customs, sayings, and traditions.

(Joanne Swenson)

CONCEPT: Language has a variety of structures.

AIMS: Composition has a variety of structures.

1. To build the children's awareness that a sentence is a unit of thought.
2. To encourage children to increase their word power.
3. To provide a background for oral and written composition.

AVAILABLE RESOURCES:

1. The World of Language Book I
2. From Thoughts to Words
3. Children's original stories
4. Story Starters packet

HELPFUL ACTIVITIES

1. Talk about the meanings that just one word might convey. Then list on the board the word that answers such questions as: What is the funniest word you know? The longest, the shortest, the scariest, the loudest, the quietest.
2. Draw the picture of a mountain. List words: on, down, across, over, around, up, along, in, behind, and, into. Have children write sentences about the mountain, such as: "The tree is on the mountain." "He went over the mountain."
3. Have children pantomime these words: Pretend you are children running around a circle, going up and down on a merry-go-round, jumping over a log, jumping into a pool, hiding behind a tree, leaning against a house, stepping on a tack, etc.
4. Have the children give words that could be used in place of the word good: The apple tasted good. The cake smells good. I feel good.
5. From a list of nouns have pupils arrange words according to size (ant, elephant, book, etc.).
6. Have the children classify words according to people, animals, places, and things. See who can write the longest list for each category.
7. Ditto the beginning of several sentences. Have the pupils complete each with a suitable phrase.

8. Have fun with sentences. Concentrate on meaning: The girl has her head on a pillow. The girl has a pillow on her head. The boy gave the girl a book. The girl gave the boy a book. The big dog had a small bone. The small dog had a big bone.

9. Show the film, "Noises in the Night." After discussion have the children write about a noise they might have heard in the night.

10. Check The World of Language under "Creative Writing" for many ideas for compositions.

11. Look under "story starters" activity under the concept "Language is Communication" for ideas in creative writing.

12. Use pages 38, 39, 40 and 79, 80 in From Thoughts to Words for composition ideas.

13. Discuss the word paragraph with the children. To illustrate what it means, read a story to the children and have them tell you when a thought changes.

14. The Story Starters packet in your classroom will be helpful in getting children to write stories.

15. Set up a writing center. Put new ideas at the center each few days. Save the papers to share with parents at conference time by placing them in each child's composition folder.

(E. Gammels)

16. Have children write letters to their mothers for Mother's Day. Invite the mothers to visit school. They will be pleased with their children's thoughts when they are read by the children.

17. Classify words into different categories. For example: taste words, size words, action words, sound words, etc.

18. Have children bring birthday or get well cards they have received. As a class project have them make cards for a birthday child or a friend who is ill.

19. See the writing section in "Language is Communication" for ideas to use in creative writing.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt to "cover everything" within each concept.

CAPITALIZATION

CONCEPT: Language has certain mechanical conventions.

SKILLS: The pronoun I is always capitalized.

1. Recognizing the capitalization of the pronoun I in reading.
2. Using the capital I in written work.

AVAILABLE RESOURCES:

1. Merry-Go-Round, pp. 15 and 20
2. Health and Growth, (T.E.), p. 44
3. Puppets

HELPFUL ACTIVITIES:

1. Read the poems on pages 15 and 20 in Merry-Go-Round. Have the children copy and illustrate them in order to give practice in capitalizing the first line of poetry.
2. Read the poem "Goodness Me" in Health and Growth, p. 44, which emphasizes I.
3. Ask the children such questions as, "What would you do if..?". The child answers in a complete sentence, "I would _____." (oral or written)
4. The teacher may begin a simple sentence with I. (I like chocolate ice cream). She calls upon a child to repeat it. Gradually, the teacher develops longer sentences for the children to repeat and write. Individual students can develop their own sentences. A colorful card with the pronoun I on it could be used by the student leader.
5. Have the pupils draw pictures of themselves on mural paper. Then have them write, "I am _____." Connect the sentence to the picture mouth with a cartoon style balloon.
6. Bring a typewriter into the room. Show the pupils how letters are arranged and how capital letters are made. Let the children practice writing proper names.

7. Talk about how people are named. Let each child tell how he received his first, middle, and last name. Then he may try to write it on the typewriter.

*8. Give the children practice in writing I in correct form. Jane and I went to the store. My dog and I like to play.

CONCEPT: Language has certain mechanical conventions.

SKILLS: The first word of a sentence is capitalized.

1. Capitalizing the first word of a sentence.
2. Understanding the importance of starting sentences with capitals.

AVAILABLE RESOURCES:

1. My First Dictionary

HELPFUL ACTIVITIES:

1. Use the picture dictionary to show that all sentences begin with capitals.
2. Have pupils rearrange scrambled sentences by putting the capitalized word at the beginning.
3. List questions. Have pupils write the answer in a complete sentence.
4. Have children use capitals of various colors to make an art design.

*5. Ditto a group of sentences omitting the capital letters. Have pupils proofread and insert the necessary capitals.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Capitalize the names of pupils and pets.

1. Grasping the significance of capitalizing peoples' names.
2. Strengthening the ability to distinguish which words should be capitalized.

AVAILABLE RESOURCES:

1. Listen and Help Tell a Story, p. 36; pp. 150-151
2. Open Windows, pp. 190-191
3. From Thoughts to Words, pp. 39-40

HELPFUL ACTIVITIES:

1. Use finger plays, p. 36 in Listen and Help Tell a Story (name pets). On pages 150-151 read and discuss poem (name pets).
2. Use the picture dictionary pp. 190-191 in Open Windows to observe the capitals in the names of the book characters.
3. Use the exercise, pp. 39-40 in From Thoughts to Words, for proper names.
4. Ask "If you could change your name, what would you choose? Why?" List pupils' names on the board. After each name, write his choice.
5. List nouns on the board. Have the pupils write a proper name for each.
6. Have the pupils cut out, paste, and label pictures of people and pets.
7. Make simple crossword puzzles using proper names. Have the pupils try to fill them in.
8. List familiar reading characters, leaving off the first letters. The pupils may insert the capitals.
9. Have the children write and illustrate a story called "My Family," using proper names.
10. List various animals in a column. Have pupils list names for these animals.

CAPITALIZATION

11. Have the pupils draw a picture of a favorite pet. Write the name at the bottom of the picture. Have each student show his pet and tell why he selected this animal.

*12. Take the class for a walk. Record what each child saw. Use colored chalk to accentuate the words with capitals.

*13. Give each child a selection of five sentences which contain errors in capitalization. Have the child correct the mistake.

*14. Play the "Tell Me" game. Tell me a word that starts with a capital.

15. Have the children write the names ot all the children in the room. This may be a writing lesson directed by the teacher.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Capitalize one and two word story titles.

1. Developing an awareness of how titles are written.
2. Increasing the ability to write titles correctly.

AVAILABLE RESOURCES:

1. I Know a Story, Row Peterson, 1959
2. Library books

HELPFUL ACTIVITIES:

1. Use table of contents of I Know a Story. Call attention to capitalization of titles.
2. Look at the covers of library books. List names of books pupils enjoy to illustrate how titles are capitalized.
3. Read a story to children without divulging title. List titles suggested by pupils. Enjoy comparing with author's titles.
4. Have each child create a title for a story and write it at the top of his paper. The teacher collects and mixes the titles, after which each pupil draws one. The child then composes a short story to go with the title, perhaps illustrating it with a picture. Finally, each pupil reads his story to the class, and the student who first wrote the title stands so that the story-writer knows who helped him get started on his story.

CAPITALIZATION

CONCEPT: Language has certain mechanical conventions.

SKILLS: Capitalize days of week, name titles, streets, schools, cities, states, months, and holidays.

1. Calling attention to the capitalization of proper names.
2. Helping the child become aware of which words should be capitalized.

AVAILABLE RESOURCES:

1. Stage, Natalie B. Hutson
2. Children's original stories

HELPFUL ACTIVITIES:

1. Use the book Stage, to refer to famous people for each month. Emphasize capitals of name, day and month.
2. From your picture collection, choose and write titles to illustrate the capitalization of proper names.
3. As a class project, do exercises using the days of the week or months of the year, as: On Monday I _____. Tuesday is the day _____.
4. As each child gives his address, write it on the board to show how streets, city and state are capitalized.
5. Give children a list of unfinished sentences about holidays. From a list of holidays written on the board, have the class complete such sentences as: Santa comes to our house at _____ time. We dress up funny on _____.
6. Talk about the children's birthdays. As a class writing lesson list the month of each child's birthday.
7. Point out on a map the various states the children have visited. Write the names on the board to illustrate the capital letters.
8. Have the pupils look in magazines and newspapers for titles of books, stories, movies and songs. Mount the titles for display on a bulletin board.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Capitalize the first word of a greeting and closing of a letter.

AVAILABLE RESOURCES:
1. Lands of Pleasure, Macmillan, p. 47

HELPFUL ACTIVITIES:
1. Put a short letter on the board. Call attention to the capitalization of the date, the greeting, and the ending.
2. Give the children opportunities to write greeting cards and notes for special occasions. Talk about the message it should contain.
3. Design a bulletin board around the theme "Letters to our pets." Have the children write a letter to a real or an imaginary pet.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Use ending marks at the end of a sentence.

1. Grasp the significance of ending the sentence with the correct punctuation.
2. Know when to use each mark.

AVAILABLE RESOURCES:

1. My First Dictionary, Grossett
2. Large period and question mark cards.
3. The World of Language, Book 1, T.E.

HELPFUL ACTIVITIES:

1. Compare a sentence being "dressed by punctuation" with the pupil being dressed for school with nothing missing.

*2. From a selection with no punctuation, have pupils insert the correct marks.

3. Use dictionary to illustrate periods at end of sentences.

4. Play "Beep and Buzz" game. Teacher reads a selection. Pupils beep for a period and buzz for a question.

5. Have children pantomime expressions of questions, exclamations and ordinary statements.

*6. Make sets of large periods and question marks. The pupils hold a period in one hand and question mark in the other. The teacher says a sentence. Pupils hold up the correct card.

7. Have pupils write questions beginning with who, what, why, where, and how.

8. Have pupils who read expressively demonstrate how to read as though the people were really talking.

9. List simple sentences on the board. Have the children rewrite them in question form.

10. Play a round-robin question-answer game. Take turns having a child question and the next child give an answer.

11. Make a large picture of a question mark and a period. Have a pupil go up and touch the proper picture when sentences are given by the teacher or a classmate.

PUNCTUATION

12. Refer to The World of Language, page T35, to illustrate when to use a period or question mark.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Use an apostrophe in contractions.

1. Developing an awareness of omitting letters in some words.
2. Knowing when to use the apostrophe in place of omitted letters.

AVAILABLE RESOURCES:

1. Opening Books, Macmillan, 1965, p. 14
2. Magazines
3. The World of Language, Book 1, pp. 15, 18, 33, T.E.

HELPFUL ACTIVITIES:

1. Have pupils look through magazines for contractions. Mount on a large chart. Discuss.
2. Play a contraction game: A cat _____ fly.
3. Have pupil use picture dictionary to compose silly sentences, using apostrophes such as: A flower can't sing.
4. List possible contractions on the board for them to use in sentences, beginning with the pronouns I and We. As a written activity, they could encircle with colored crayon the contractions.

*5. List sentences on the board: e.g., I am Mary. Instruct the children to rewrite them using contractions: I'm Mary.

6. Use The World of Language, pp. 15, 18, and 33 T.E. for suggestions.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Proofread written work.

1. Realize the importance of proofreading all written work.
2. Read aloud what one has written.

AVAILABLE RESOURCES:

1. Students' original stories and poems
2. The World of Language, Book 1, T.E.

HELPFUL ACTIVITIES:

1. Things to check on:

Pupil's Guide To Proofreading

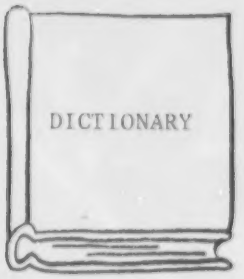
| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Did I put my name on the paper? | | | | | | | | | | | |
| | | | | | | | | | | | |
| Did I write complete sentences? | | | | | | | | | | | |
| | | | | | | | | | | | |
| Did I start sentences with capitals? | | | | | | | | | | | |
| | | | | | | | | | | | |
| Did I use the correct punctuation? | | | | | | | | | | | |
| | | | | | | | | | | | |
| Did I use capitals in the titles? | | | | | | | | | | | |
| | | | | | | | | | | | |
| Did I spell words correctly? | | | | | | | | | | | |
| | | | | | | | | | | | |
| Did I use my best handwriting? | | | | | | | | | | | |
| | | | | | | | | | | | |
| Is my paper neat and attractive? | | | | | | | | | | | |

2. As an on-going activity throughout the year, have children read their stories aloud to themselves to help them concentrate on what they have written. Some children may want to run their index finger along the words as they read them in order to focus their attention on their writing.

3. Periodically, the children could be paired after stories are written so that each child can proofread his classmate's story.

4. Give the children a few minutes just before their written work is collected for them to proofread.

*5. Use The World of Language, page T. 83 ("Silly Spot") to evaluate the ability of the class to proofread.




CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Become familiar with the alphabet in different forms.
2. Establish the idea that words are to be found grouped together according to the first letter.
3. Build a reading and writing vocabulary through word and picture association.
4. Begin to acquire the habit of using the dictionary for help in spelling and writing.

AVAILABLE RESOURCES:

1. My First Dictionary
2. My Self-Help Dictionary, Macmillan, 1966
3. Library book - Pyramid Primary Dictionary Series, Level 1, Brown Downing, and Sceats

HELPFUL ACTIVITIES:

1. Before introducing the dictionary give the children many opportunities to alphabetize words by the beginning letter. Correlate with reading activities.
2. Use picture dictionary for many activities in reading: beginning sounds, ending sounds, blends, vowels. Dictionaries should be accessible whenever children are writing.
3. Play a dictionary game that will help children see that the dictionary is fun to use. For example, the teacher could write five words on the board that the children may like to know the meanings of. The class can then look up each word to learn what it means. These words could be the basis of a short story in which each child is encouraged to use several of the new words in his story.
4. Give the children practice in using the dictionary to classify: living things, non-living things, farm animals, zoo animals, etc.
5. Make up dictionary riddles. For example: This animal is a bird. It has beautiful red feathers. It stays here all winter so we must feed it. Can you guess? Look on page 31.
6. Ditto dictionary practice exercises. On page 73 I see a red _____.

7. Have the children pretend they are shopping at a supermarket or some other store. Ditto sentences such as: This begins with "t" and ends with "s"_____.

*8. Play dictionary games such as: I am thinking of a large, gray zoo animal. Who can find it? What page did you find it on?

9. Instruct the pupils to look through Pyramid Primary Dictionary to enjoy the illustrations. As they do this, have them think of other objects that begin with the same letters.

# APPENDICES

Subject-Verb Agreement

1. four boys was
2. he, she come
3. he, she, it don't
4. he give
5. we, you, they was
6. he run

Double Negatives

1. don't have nothing
2. can't hardly
3. I ain't got no
4. don't have no
5. didn't have none
6. haven't no

Adverbs and Adjectives

1. He is gooder. (for better)
2. Of the two, she is the best. (for better)
3. ran slow (for slowly)
4. sang good (for well)

Miscellaneous

1. A apple (an)
2. would of for have
3. between the four boys (among)
4. in for into
5. to for too (or vice versa)
6. then for than (or vice versa)

APPENDIX A

# ORAL AND WRITTEN USAGE PROBLEMS

## in the Elementary School

The teacher should help children recognize what is appropriate usage and should encourage them to show correctness in their speaking and writing, although appropriateness may vary with different groups and situations. A positive approach should be used in helping students who have language usage problems; negative reenforcement often inhibits children in their willingness to express ideas. Children should understand that the words or phrases below are considered unacceptable usage.

Pronouns

1. my brother, he (double subject)
2. me, her, him went
3. us boys ran
4. with we girls
5. them pencils
6. hisself, theirselves
7. yourn, hern, ourn, theirn
8. this here, that there
9. the boy which ran
10. who's for whose (or vice versa)
11. your for you're (or vice versa)
12. it's for its (or vice versa)
13. there for their, they're (or vice versa)

Verbs

1. I, he, she says (for past tense)
2. I, he seen (for past tense)
   she done (for past tense)
   he begun (for past tense)
   he swum (for past tense)
   I drunk (for past tense)
   I brung (for past tense)
3. have saw
   have went
   have ate
   was broke
   have did
   was froze
4. knowed, growed, throwed
5. learn me a story
6. leave him do it
7. ain't for isn't or am not
8. lets for let's (or vice versa)
9. I, he gots
10. I got for I've got or I have
11. clumb
12. didn't, hadn't ought

APPENDIX B

GUIDE FOR THE LIBRARY PROGRAM, K-6

The following is a guide for the library program, K-6. The promoting of materials is one of the major emphases of the library program. Librarians need to keep this in mind.

Teaching the use of the library and its resources is more effective if the skills are taught at a time the student needs them. Since classroom methods vary, the teacher should plan with the librarian the time at which particular skills should and will be taught. If a student has not received instruction in a basic skill listed in the guide for his grade level, the librarian should then work with him individually or in a small group.

It is also very advantageous for the librarian, teachers, and students if teachers inform or plan with the librarian on approaching units. The librarian can give better service if this is done.

KINDERGARTEN

| SKILL | CONTENT | RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Listening to and enjoying literature | Story time<br>Have many books available through library corner.<br>Meet with librarian as time permits. | ***Teacher with help Librarian |
| Creating and sharing literature with others | Have each child dictate a story, poem, or idea to his teacher who writes it for him.<br>The child's "literature" can be illustrated with one or more pictures.<br>A cover can be made for this literature; it then becomes a book to be placed in the classroom or school library. | Teacher with support librarian |
| Listening | Use of oral story reading, records, etc. to compliment kindergarten curriculum. | Teacher and librarian |
| Books in library | There is checkout system in school and public library.<br>Books are usually checked out to each room in kindergarten. | Teacher with help of librarian |
| Good citizenship<br>Care of books | Clean hands.<br>Page turning (upper right hand corner).<br>Placement of books on shelf (spine showing). | Teacher |
| Use of library | Quiet and courteous.<br>Care of books.<br>Good listening. | Librarian and teacher |
| Books have their place | Each book has proper place--lost if not back in right place. | Teacher with help librarian |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE 1

| SKILL | CONTENT | RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Literature appreciation (Major emphasis in program) | Expose students to best in literature for their age through reading, storytelling, records, films and filmstrips, talks about good books, poetry, reading etc.<br>Provide motivating activities such as displays, presentations, etc. to stimulate and encourage reading. | ***Librarian and teacher<br>Much of this is in classroom as part of literature. |
| Creating and sharing with others | Encourage children to create their own "literature" (stories, poems, wishes, etc.) and to illustrate it with pictures, if they wish.<br>Covers can be designed by students for their literature, or the class can design a cover, for example, for their class book of wishes. | Teacher (Librarians help in this process) |
| | The students are shown how a book is catalogued and given a check out card.<br>These books of children's literature can then be placed in the classroom or school library for other students to read. | Librarian |
| Reading is rewarding | Encourage independent reading as soon as teacher indicates | Librarian and teacher |
| Illustrations | Make note of particularly well illustrated books. Discuss points of good illustrations in student's estimation.<br>Note that pictures are really part of story.<br>Use books without words for story telling. | Librarian |
| Good Citizenship | Discuss library atmosphere and behavior expected.<br>Review care of books such as having clean hands, holding book and turning pages correctly and protecting against damage. | Librarian and teacher |
| Parts of books | Table of contents to find material.<br>Title page, author and illustrator. | Teacher (when using text books)<br>Librarian and teacher |

GRADE 1
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Arrangement and replacement of book on shelf | Teacher arrangement of books on picture book section and expect them to return books correctly. | Librarian |
| Checkout procedure | Explain procedure and help in checkout. | Librarian<br>Teacher help needed when students can not check out own books. |
| Room library | Make an attractive library corner in room and stock with picture books and simple reading books to encourage children to browse and read when other work is finished. | Teacher<br>Librarian help for exchange of books |
| Rochester Public Library | Visit the Public Library and encourage children to supplement their reading with books from Public Library during the year and especially during summer months. | Teacher and librarian |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE 2

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Listening to and enjoyment of literature | Read variety of books and books by same author to children.<br>Continue appreciation begun in Grade 1.<br>Promote habit of going to library to satisfy individual or class interests.<br>Help children select books at their own reading levels.<br>Provide sympathetic guidance and attention to child's book selections.<br>Encourage balanced reading. | ***Librarian and teacher |
| | Provide motivating activities such as displays, exhibits, bulletin boards, book and author presentations, special contest, etc. to stimulate and encourage reading.<br>Provide browsing time for selection of recreational reading material. | Librarian and teacher |
| reating and sharing literature with others | Continue practice begun in Grades K and 1 in which students create their <u>own</u> "literature," publish it in their designed covers, and place it in the classroom or school library for other students to read. | Teacher (Librarians help when needed) |
| Illustrations | Continue with work begun in Grade 1.<br>Go into more detail with Caldecott Award books by showing and reading books, filmstrips, charts, etc. | Librarian |
| Parts of book | Continue with title page as to title, author, illustrator. | Librarian |
| | Review table of contents.<br>Look for parts in their own selections. | Teacher w/textbooks librarian |
| Use of library | Explain and discuss different areas of library; their importance and use.<br>Explain arrangement of books on shelf as needed by group. | Librarian |
| Arrangement and replacement of books to shelves | Review placement of books to easy section.<br>Teach alphabetical shelf arrangement. | Librarian (Teacher when help is needed while learning) |

GRADE 2
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Good citizenship | Build habits conducive to acceptable library climate.<br>Review proper care of books as needed.<br>Learn proper way to open new book. | Librarian and teacher |
| Checkout procedure | Review | Librarian |
| Rochester Public Library | Schedule visit to public library and encourage use of Public Library and Bookmobile. | Teacher and/or librarian |

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 3

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Literature appreciation<br>Types of literature | Use of oral reading, story telling, records, filmstrips, flannel board stories.<br>Encourage balanced reading habits.<br>Provide browsing time for selection of recreational reading material.<br>Help children select books at their reading level.<br>Promote habit of going to library to satisfy individual or class interests.<br>Continue motivating activities to encourage reading. | ***Librarian and teacher<br><br><br><br><br><br>Librarian and teacher |
| Creating and sharing literature with others | As an important part of their literature program, students should continue the practice begun earlier of writing, illustrating, publishing within a cover, and shelving in the classroom or school library their <u>own</u> "literature." The literature book can be one student's work or a collection of one set of stories from the class. | Teacher (Librarian when help is needed) |
| Illustrations | Continue work on Caldecott Award books and other well-illustrated books. | Librarian |
| Use of books<br>Care of books | Review as needed | Teacher and librarian |
| Parts of books | Review cover, title page, title table of contents.<br>Introduce index and glossary. | Teacher |
| Type of books | Define fiction and non-fiction.<br>Find an easy book of fiction and non-fiction.<br>Encyclopedia presentation, as needed with mature students (optional) | Librarian |
| Use of library<br>Good library citizenship | Review good library manners as needed. | Librarian reinforced by teacher |

GRADE 3
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Procedure for check-out | Give additional instruction as needed. | Librarian |
| Card catalog (Optional) | Introduce the use of the card in locating a fiction, non-fiction and easy book to those mature students that are ready. | Librarian and/or teacher |
| Sections of the library | Introduce the arrangement of the fiction section by author.<br>Introduce the arrangement of the non-fiction section such as,<br>Fairy tale section<br>Biography section<br>Science section<br>Recreation section<br>History section<br>Magazine section<br>Introduce the magazines pertinent to group. | Librarian |
| Rochester Public Library | Schedule visit and encourage use of Public Library and Bookmobile.<br>Remind children of special activities at Public Library. | Teacher and/or librarian |

*Responsibility is usually shared by teacher and library but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 4

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Listening to and enjoying literature | Continue reading motivation in line with 4th grade interests and abilities.<br>Provide activities to stimulate reading. | ***Librarian and teacher<br>Librarian and teacher |
| Creating and sharing literature with others | Maintain the practice of writing, illustrating, publishing, and cataloging in the classroom or school library students' <u>own</u> "literature." | Teacher (Librarian when help is needed) |
| Encyclopedias | Emphasize use of encyclopedia.<br>Guide words<br>Arrangement of topics<br>Introduce<br>Index<br>Cross references | Librarian and teacher |
| Periodicals | Emphasize the magazine section of the library.<br>Have children notice different kinds of reading material contained in magazines.<br>Subject index where needed. | Librarian and teacher |
| Card catalog skills | Card catalog (Major emphasis)<br>Author<br>Title<br>Subject<br>Others as needed | Librarian |
| Parts of books | Review<br>Title pages, table of contents index, glossary.<br>Introduce publisher, place, copyright date. | Teacher and librarian |
| Library citizenship | Continue encouraging proper library attitudes | Teacher and librarian |
| Rochester Public Library | Visit library and encourage its use. | Teacher and/or librarian |

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GRADE 5

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Enrichment | Introduce new books and other media (not limited to fiction)<br>Newbery books<br>Author books<br>Supplementary books or materials to correlate with the reading program (varies within buildings)<br>Continue providing motivating activities to stimulate reading. | ***Librarian<br><br><br>(Classroom teacher<br>(Reading teacher<br>(Librarian<br>Librarian and teacher |
| Creating and sharing | Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they produce throughout the year. Their literature can then be shelved in the classroom or school library for other students to read. | Teacher (Librarian when is needed) |
| Library citizenship | Continue encouraging proper library habits. | Librarian and teacher |
| Arrangement of library materials | Review easy, fiction, non-fiction reference, pamphlet file.<br>Audio-visuals where needed.<br>Dewey Decimal system reinforcement | Librarian<br><br>Librarian and teacher |
| Parts of book | Review--cover, title page<br>Stress preface, copyright date, index, glossary, table of contents. | Librarian and teacher |
| Card catalog skills | Types of cards (Review and stress where needed)<br>Author<br>Title<br>Subject<br>Pamphlet file<br>Cross reference<br>Audio visual materials<br>Annotations found on catalog cards | Librarian |
| Encyclopedias | Review<br>Arrangement of topics<br>Guide words<br>Index<br>Cross references<br>Compare available encyclopedias. | Librarian and teacher |

GRADE 5
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Special Dictionaries | Review or introduce<br>Unabridged<br>Abridged<br>Thesaurus<br>Subject | Librarian and teacher |
| Other reference | Review or introduce<br>Subject encyclopedias<br>Atlases<br>Year books<br>Biographical dictionary<br>(Others found in individual libraries) | Librarian |
| Periodicals | Review use of various magazines.<br>Emphasize magazine section of library.<br>Children to note types of reading material contained in each magazine.<br>Use Subject Index (where needed). | Librarian and teacher |
| Rochester Public Library | Encourage use.<br>Have class visits. | Teacher |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 6

6th grade library skills are a review of 5th grade skills with emphasis on use of materials by students for individual and class assignments. A special emphasis will be placed on reference materials.

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Literature Appreciation and Reading Motivation | Continue to present new and relevent material to encourage reading. | ***Librarian and teacher |
| | Provide and encourage activities which will stimulate students to read. | Librarian and |
| Creating and sharing | Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they write. Help students make books for their literature which are cataloged and shelved in the library. | Teacher (Librarian when help is needed) |
| Encyclopedias General | Review in general<br>Stress<br>Comparison<br>Copyright date<br>Index<br>Cross Reference | Librarian and teacher |
| Encyclopedias Special | Introduce or review the book. Tell purpose arrangement format of special encyclopedias available in school libraries. | Librarian and teacher |
| Dictionaries<br>Unabridged<br>Abridged<br>Special | Introduce or review the dictionary--tell purpose format of those available. | Librarian and teacher |
| Atlases | Introduce or review atlases available in library. | Librarian and teacher |
| Almanacs | Introduce or review almanacs available in library. | Librarian and teacher |
| Other Reference books, Facts, Records, Quotations, etc. | Introduce or review those available in library. | Librarian and teacher |
| Author books | Introduce or review author books that are available in library. | Librarian and teacher |

GRADE 6
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Magazine indexes<br>Subject Index to Child. Mag. (Optional)<br>Nat'l Geographic | Use of samples of Children's Magazines.<br>Index (Central Processing) | Librarian and teacher |
| Rochester Public Library | Encourage use.<br>Schedule class visists. | Teacher |

*Librarian should introduce these topics when teacher is giving classroom assignments in which reference use is necessary.

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***Teacher refers to special teachers as well as classroom teachers.

FRIENDLY LETTER

Heading

1401 Maple Street N.W.
Rochester, MN 55901
May 6, 1974

Greeting

Dear Stuart,

Body

Closing
Signature

Your friend,
Ross Jones

Return address

Russ Jones
1401 Maple Street N.W.
Rochester, MN 55901

Address

Stuart Randall
171 Green Avenue
Portland, ME 27055

BUSINESS LETTER

Heading

1602 Fourth Street S.E.
Rochester, MN 55901
October 21, 1974

Inside address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

Greeting

Gentlemen:

Body

_____

_____

_____

_____

Closing signature

Yours truly,
Jim Doffer

Return address

Jim Doffer
1602 Fourth Street S.E.
Rochester, MN 55901

Address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

APPENDIX D

## STANDARD ABBREVIATIONS FOR STATES

These are from the U. S. Government Printing Office Style Manual. The two letter abbreviations listed in parentheses are now authorized for use with zip codes.

| | | | | | |
|---|---|---|---|---|---|
| Alabama | Ala. | (AL) | Missouri | Mo. | (MO) |
| Alaska | | (AK) | Montana | Mont. | (MT) |
| Arizona | Ariz. | (AZ) | Nebraska | Nebr. | (NB) |
| Arkansas | Ark. | (AR) | Nevada | Nev. | (NV) |
| California | Calif. | (CA) | New Hampshire | N.H. | (NH) |
| Canal Zone | C.Z. | (CZ) | New Jersey | N.J. | (NJ) |
| Colorado | Colo. | (CO) | New Mexico | N. Mex. | (NM) |
| Connecticut | Conn. | (CT) | New York | N.Y. | (NY) |
| Delaware | Del. | (DE) | North Carolina | N.C. | (NC) |
| District of Columbia | D.C. | (DC) | North Dakota | N. Dak. | (ND) |
| Florida | Fla. | (FL) | Ohio | | (OH) |
| Georgia | Ga. | (GA) | Oklahoma | Okla. | (OK) |
| Guam | | (GU) | Oregon | Oreg. | (OR) |
| Hawaii | | (HI) | Pennsylvania | Pa. | (PA) |
| Idaho | | (ID) | Puerto Rico | P.R. | (PR) |
| Illinois | Ill. | (IL) | Rhode Island | R.I. | (RI) |
| Indiana | Ind. | (IN) | South Carolina | S.C. | (SC) |
| Iowa | | (IA) | South Dakota | S. Dak. | (SD) |
| Kansas | Kans. | (KS) | Tennessee | Tenn. | (TN) |
| Kentucky | Ky. | (KY) | Texas | Tex. | (TX) |
| Louisiana | La. | (LA) | Utah | | (UT) |
| Maine | | (ME) | Vermont | Vt. | (VT) |
| Maryland | Md. | (MD) | Virginia | Va. | (VA) |
| Massachusetts | Mass. | (MA) | Virgin Islands | V.I. | (VI) |
| Michigan | Mich. | (MI) | Washington | Wash. | (WA) |
| Minnesota | Minn. | (MN) | West Virginia | W. Va. | (WV) |
| Mississippi | Miss. | (MS) | Wisconsin | Wis. | (WI) |
| | | | Wyoming | Wyo. | (WY) |

# ORAL AND WRITTEN REPORTS

The elementary staff is concerned about the writing of reports and the application of research skills in these reports. Some teachers are asking students to write reports of a length that forces them to copy material from one source (too often the encyclopedia) and to call this their "report." Some teachers require students to write lengthy papers comparable to those written by high school students. If the writing of reports is to be beneficial to students, teachers should prepare them for and work closely with them during the process of writing this report. Otherwise, the activity becomes "busy work."

## REPORT WRITING

Since the written-composition FOCUS in the elementary grades is on the SINGLE PARAGRAPH, the greater share of the reports students write should focus on one well-constructed paragraph. Each teacher should make provisions to accomodate the range of abilities within his class.

GRADES K-2: "Reports" are orally shared experiences with the class.

GRADE 3: If a student prepares any "reports" at this grade level, the reports should be optional, brief (no more than a paragraph), and written in the student's own words. Preparing and giving a brief oral report may be of more value than writing a report.

GRADE 4: Students compose one-paragraph reports in their own words on specific topics which can be drawn from science, social studies, reading, or health. At this grade level, students learn to use the card catalog and the encyclopedia. Oral reports should also be assigned: the child should be encouraged to share his ideas in his own words rather than to read word-for-word his report to the class.

GRADE 5: This is the first year that teachers emphasize the preparation of reports and use of research skills in this process. Chapter 11 in New Directions in English (1969 and 1973) systematically takes the student through this process. Using note cards is unnecessary, however, since the emphasis is placed on short reports (one paragraph). The practices of taking notes in their own words and using several sources for their report are the imperative skills in the reporting process. Students need guidelines for preparing a report before they begin researching information. (Refer to "A Checklist for Writing a Report" at the end of this appendix.)

GRADE 6: Further experiences in writing short reports are provided at this grade level. Refer to "A Checklist for Oral and Written Reports." Students should give some reports orally but they should be discouraged from merely reading the reports. Before they complete the elementary years, most students should demonstrate the ability to write a well-constructed paragraph and to compose imaginative and creative forms of writing. The junior high English experiences will be built upon a solid foundation in written composition.

GRADES 7-12: In grades 7 and 8, students continue writing short reports, with an emphasis placed upon using the Reader's Guide and other library tools and taking notes in their own words. In the 9th grade the focus is on the process of research rather than the product which is a short paper of 2-3 pages (2-5 paragraphs) or an oral report. The option of writing longer papers is reserved for the more capable students. No footnoting is taught in 9th grade, but a bibliography is expected. The formal reference paper is not taught until grade 11.

ORAL AND WRITTEN COMPOSITION FOCUS BY GRADE LEVEL

GRADE K: Sharing ideas
-Through the dictation process, the child sees the teacher write his story or poem beside his drawing or painting.

GRADE 1: The paragraph
-Informal practice gives the child a sense of unity in theme, idea, or topic.

GRADE 2: The paragraph
-Sentences record events in sequence.
-Children express ideas through stories and poems.

GRADE 3: The paragraph
-Additional sentences help express a complete idea.
-Creative stories often require several shorter paragraphs.

GRADE 4: The paragraph
-The paragraph is an idea unit.
-Organize the paragraph using time order sequence.
-Organize the paragraph using space order sequence.
-Use relevant details in developing the paragraph.

GRADE 5: The paragraph
-Define the topic sentence.
-Use details.
-Expand the paragraph.
-Organize the paragraph using the topic sentence, space order, and time order.

GRADE 6: The paragraph
-Use main ideas in making topic sentences and titles.
-Relate sentences and ideas.
-Expand paragraph content concisely.
-Organize the paragraph.

GRADE 7: The paragraph and narrative composition
-Review paragraph essentials.
-Apply the elements of narrative composition.

Because the process of reporting involves nearly all of the language arts, it is a challenge even for the mature student. The task can become one of drudgery and of little value if the student does not see the purpose for the report and if he does not have guidance throughout the reporting process. For each assignment requiring students to write or give reports, it is imperative that teachers do not have the same expectations for all students. Although some students are ready for longer reports (several paragraphs) in the intermediate grades, the foundation for developing written reports of one well-constructed paragraph is laid in the primary years through oral reports and occasional group reports. If one of the basic purposes of a REPORT is to find and share information on a SPECIFIC topic of interest, students should be encouraged to MAINTAIN that INTEREST by SHARING this KNOWLEDGE with the entire GROUP.

A CHECKLIST FOR ORAL AND WRITTEN REPORTS

_____ 1. Have I selected a specific topic for my report?
My topic is something--
_____ I am interested in and would like to learn more about.
_____ I can find information about.
_____ I would like to share with someone else.
My topic is specific enough for my report ("Dogs" would be a better topic than "Animals," and the "Collie" would be better than "Dogs." "Care of a Collie" may be better than just the "Collie."

_____ 2. Have I asked myself three or four specific questions which I would answer through my report? "What do I feed my Collie? How do I groom my dog? etc."

_____ 3. Have I used several sources to get information for my report?
_____ What specific materials, besides a whole book on the subject, could I look in to find answers to my questions?
_____ Other sources: books, encyclopedias, filmstrips, interviews, information I know about already.

_____ 4. Have I written in my own words sentences to answer my specific questions?

_____ 5. Have I arranged my sentences in an order that is easy to follow? A rough outline may help to organize my thoughts before I begin to write my rough copy.

_____ 6. Have I written my report from my notes in paragraph form?
_____ Do my ideas follow one another in a clear manner?
_____ Have I proofread my final copy?
_____ Have I combined facts and imagination to create an interesting report?
_____ Have I taken pride in my report?

---

Reporting facts may have an imaginative approach:

I Was There With Lewis and Clark*

I am a flea. I live in Lewis' hat. It all started out in 1803 when Lewis stopped to pet a dog and I jumped on Lewis" leg. Before I knew it, I was boarding a keel-boat.....etc.

*from Paul S. Anderson, Language Skills in Elementary Education

# LIST OF ENGLISH/LANGUAGE ARTS FILMS

## Kindergarten

8-614 "Apryl and Her Baby Lamb"
8-64 "Big Red Barn"
4-224 "Ferdinand the Bull"
4-316 "Goldilocks and The Three Bears"
4-935 "Hailstones and Halibut Bones: Part I"
4-936 "Hailstones and Halibut Bones: Part II"
4-126 "Hare and The Tortoise"
4-634 "How Long Is A Minute?"
8-368 "Jazzoo"
8-10 "Leaves"
4-174 "Little Red Hen"
4-180 "Mother Goose Stories"
8-246 "Mr. Moto Takes A Walk"
8-64 "Puss In Boots"
4-527 "Sheep, Sheep, Sheep"
4-242 "Sparky, The Colt"
4-249 "Story About Ping"
4-522 "Wee Geese"

## Grade One

8-64 "Big Red Barn (The)"
4-262 "Just One Me"
4-133 "Little Red Riding Hood"
8-683 "Merry-Go-Round Horse"
4-590 "Naughty Owlet (The)"
4-213 "Rumplestiltskin"
8-583 "Sleeping Beauty (The), Brier Rose"
4-523 "Z Is For Zoo"

## Grade Two

4-460 "Communications: A First Film"
8-75 "Dragon Stew"
4-237 "Elephant Eats (The), The Penguin Eats: Nouns"
4-533 "Hello Up There"
4-587 "How The Elephant Got His Trunk"
4-585 "How The Whale Got His Throat"
8-267 "Listening"
4-258 "Monkey See, Monkey Do: Verbs"
4-649 "Punch and Jonathan"
4-539 "The Puppet Show Caper"
4-108 "Rapunzel"
4-256 "Tale of the Groundhog's Shadow"
4-535 "Ugly Duckling"

Grade Three

8-786 "City Awakens (A)"
4-170 "Frogs Are Funny: Frogs Are Fat: Adjectives"
8-787 "Hop Scotch"
8-8 "House That Wasn't There (The)"
4-586 "How The First Letter Was Written"
8-615 "Letter To Grandmother (A)"
4-332 "Let's Write A Story"
8-619 "Little Airplane That Grew"
4-635 "Signs, Symbols, and Signals"
4-197 "Squirrels Go Up, Squirrels Go Down: Adverbs"
4-475 "Story Of A Book"
4-158 "Story of King Midas (The)"
4-582 "Where Should A Squirrel Live?"

Grade Four

4-591 "Buttercup"
8-617 "Caterpillar"
8-619 "Clown"
8-741 "Dead Bird (The)"
8-632 "Haunted House (The)"
4-8 "Horses"
8-655 "Kevin"
8-634 "Legend of the Magic Knives (The)"
4-517 "Magic of Communicating"
4-2 "Making Haiku"
4-582 "Once There Were Bluebirds"
12-753 "Selfish Giant (The)"
4-589 "Snow"
4-250 "Story Acting Is Fun"
16-523 "White Mane"

Grade Five

4-588 "Africa"
4-53 "Building Better Paragraphs"
4-536 "Casey At The Bat"
8-633 "Follow Mr. Willoughby"
8-641 "Get The Message"
4-592 "Good Goodies"
8-373 "Improving Your Oral Reports"
8-765 "Painting With Words"
8-628 "Story of Zackary Zween"
4-276 "We Discover the Dictionary"
12-525 "Winter of the Witch"

Grade Six

8-779 "The Jail Door Went Clang"
4-79 "Leaf"
8-778 "The Man Who Bought Monday Night"
8-777 "Mean, Nasty, Ugly Cinderella"
8-631 "The Perils of Priscilla"
8-616 "A Rainy Day Story"
8-322 "Saga of Windwagon Smith"
8-620 "Searching Eye"
8-80 "Teiva"
8-776 "What's Riding Hood Without The Wolf?"

# BOOKS TO READ TO CHILDREN

## Kindergarten and First Grade

### Particularly Effective Picture Stories

| | |
|---|---|
| Aulaire, Ingri and Edgar | Don't Count Your Chicks |
| Bishop, Claire and Kurt Wiese | The Five Chinese Brothers |
| Brown, Marcia | Stone Soup |
| Daugherty, James | Andy and the Lion |
| Fishcher, Hans | Pitschi |
| Freeman, Lydia and Don Freeman | Pet of the Mat |
| Gag, Wanda | Millions of Cats |
| McCloskey, Robert | Blueberries for Sal |
| Quigley, Lillian | The Blind Men and the Elephant |
| Rey, H. A. | Curious George |
| Sawyer, Ruth | Journey Cake, Ho! |
| Seuss, Dr. | And To Think That I Saw It On Mulberry Street |
| Slobodkina, Esphyr | Caps for Sale |
| Titus, Eve | Anatola |
| Yashima, Taro | Crow Boy |

### Books They Love to Hear

| | |
|---|---|
| Anderson, Clarence | Billy and Blaze |
| Anglund, Joan | A Friend Is Someone Who Likes You |
| Anglund, Joan | Love Is A Special Way of Feeling |
| Asbjornsen, Peter | The Three Billy Goats Gruff |
| Bannon, Laura May | Red Mittens |
| Barry, Katharina | A Is For Anything |
| Baum, Arline and Joseph | One Bright Monday Morning |
| Budney, Blossom | A Kiss Is Round |
| Bright, Robert | Georgie's Halloween |
| Burton, Virginia | Katy and the Big Snow |
| Burton, Virginia | Little House |
| Burton, Virginia | Mike Mulligan and His Steam Shovel |
| De Angeli, Marguerite | Mother Goose Rhymes |
| De Regniers, Beatrice | May I Bring A Friend |
| Dickens, Charles | The Magic Fishbone |
| Eichenberg, Fritz | Ape In a Cape |
| Emberley, Ed | The Wing on a Flea: A Book About Shapes |
| Flack, Marjorie | Angus and the Ducks |
| Gannett, Ruth | My Father's Dragon |
| Godden, Rumer | The Doll's House |
| Greene, Carla | I Want To Be a Policeman |
| Guilfoile, Elizabeth | Nobody Listens to Andrew |
| Heilbroner, Joan | The Happy Birthday Present |
| Hoban, Russell and Lillian | A Baby Sister for Frances |
| Hoban, Russell and Lillian | Bread and Jam for Frances |
| Holland, Marion | A Big Ball of String |

| | |
|---|---|
| Hurd, Edith | No Funny Business |
| Ipcar, Dahlov | Brown Cow Farm |
| Jones, Elizabeth | Twig |
| Joslin, Sesyle | Baby Elephant and the Secret Wishes |
| Keats, Ezra | Peter's Chair |
| Kessler, Leonard | Big Red Bus |
| Krauss, Ruth | A Hole Is To Dig |
| Krauss, Ruth | The Happy Day |
| Kunhardt, Dorothy | Gas Station Gus |
| Kuskin, Karla | Just Like Everyone Else |
| Langstaff, John and Nancy | Over In The Meadow |
| Leaf, Munro | The Story of Ferdinand |
| Lenski, Lois | Policeman Small |
| Lobel, Arnold | A Zoo For Mister Muster |
| McGinley, Phillis | The Plain Princess |
| Mosel, Arlene | Tikki, Tikki Tembo |
| Munari, Bruno | The Birthday Present |
| Munari, Bruno | Who's There, Open the Door |
| Parish, Peggy | Amelia Bedelia |
| Payne, Emily | Katy No-Pocket |
| Peet, William | Farewell to Shady Glade |
| Rey, Hans | Curious George Learns the Alphabet |
| Rickert, Edith | The Bojabi Tree |
| Sauer, Julia | Mike's House |
| Sendak, Maurice | Where the Wild Things Are |
| Seuss, Dr. | The Cat In The Hat |
| Shulevitz, Uri | One Monday Morning |
| Slobodkin, Louis | Millions and Millions and Millions |
| Slobodkin, Louis | Trick or Treat |
| Thurber, James | The Great Quillow |
| Tresselt, Alvin | Wake Up, City! |
| Tresselt, Alvin | White Snow, Bright Snow |
| Udry, Janice | A Tree Is Nice |
| Webber, Irma | Up Above and Down Below |
| Wildsmith, Brian | Brian Wildsmith's ABC |
| Wildsmith, Brian | Brian Wildsmith's 1, 2, 3's |
| Zion, Gene | All Falling Down |

Grades One, Two, Three

| | |
|---|---|
| Anderson, H. C. | Thumbelina |
| Arbuthnot, May Hill | Time For Fairy Tales, Old and New |
| Beim, Jerrold and Lorraine | Two Is A Team |
| Beskow, Elsa | Pelle's New Suit |
| Bishop, Claire and Kurt Wiese | Five Chinese Brothers |
| Brown, Marcia | Once Upon a Mouse |
| Brown, Marcia | Stone Soup |
| Browning, Robert | The Pied Piper of Hamlin |
| Clark, Margery | The Poppy Seed Cakes |
| Collodi, Carlo | The Adventures of Pinocchio |
| Credle, Ellis | Down, Down the Mountain |
| Daugherty, James | Andy and the Lion |
| Estes, Eleanor | The Hundred Dresses |
| Fatio, Louise | The Happy Lion |
| Flack, Marjorie | The Story About Ping |
| Freeman, Donald | Norman the Doorman |
| Goudey, Alice | The Day We Saw the Sun Come Up |
| Hader, Berta | Lost in the Zoo |
| Hader, Berta and Elmer | The Big Snow |
| Jacobs, Joseph | Hudden and Dudden and Donald O'Neary |
| Joslin, Sesyle | There Is A Dragon In My Bed |
| Kahl, Virginia | The Duchess Bakes A Cake |
| Keats, Ezra | The Snowy Day |
| Kraus, Robert | Whose Mouse Are You? |
| Lawson, Robert | They Were Strong and Good |
| Leaf, Munro | The Story of Ferdinand |
| Lewis, Claudia | When I Go To The Moon |
| Milne, A A. | Winnie the Pooh |
| Ness, Evaline | Tom Tit Tot |
| Newberry, Claire | April's Kittens |
| Politi, Leo | Rosa |
| Potter, Beatrix | The Tale of Peter Rabbit |
| Reyher, Becky | My Mother Is the Most Beautiful Woman in the World |
| Spyri, Johanna | Heidi |
| Todd, Mary | Juggler of Notre Dame |
| Travers, Pamela | Mary Poppins |
| Zemach, Margot | Nail Soup |

# DOLCH BASIC SIGHT VOCABULARY

| | | | | |
|---|---|---|---|---|
| a | don't | I | out | these |
| about | down | if | over | think |
| after | draw | in | own | this |
| again | drink | into | pick | those |
| all | eat | is | play | three |
| always | eight | it | please | to |
| am | every | its | pretty | today |
| an | fall | jump | pull | together |
| and | far | just | put | too |
| any | fast | keep | ran | try |
| are | find | kind | read | two |
| around | first | know | red | under |
| as | five | laugh | ride | up |
| ask | fly | let | right | upon |
| at | for | light | round | us |
| ate | found | like | run | use |
| be | four | little | said | very |
| because | from | long | saw | walk |
| been | full | look | say | want |
| before | funny | made | see | warm |
| best | gave | make | seven | was |
| better | get | many | shall | wash |
| big | give | may | she | we |
| black | go | me | show | well |
| blue | goes | much | sing | went |
| both | going | must | sit | were |
| bring | good | my | six | what |
| brown | got | myself | sleep | when |
| buy | green | never | small | where |
| by | grow | new | so | which |
| call | had | no | some | white |
| came | has | not | soon | who |
| can | have | now | stop | why |
| carry | he | of | take | will |
| clean | help | off | tell | wish |
| cold | her | old | ten | with |
| come | him | on | thank | work |
| could | his | once | that | would |
| cut | hive | one | the | write |
| did | hold | only | their | yellow |
| do | hot | open | them | yes |
| does | how | or | then | you |
| done | hurt | our | there | your |

# 100 SPELLING DEMONS

ache
again
always
among
answer
any
been
beginning
believe
blue
break
built
busy
business
buy
can't
chose
color
coming
cough
could
country
dear
doctor
does
done
don't
early
easy
enough
every
February
forty
friend
grammar
guess
having
hear
heard
here
hoarse
hour
instead
just
knew
know
laid
loose
lose
making
many
meant
minute
much
none
often
once
piece
raise
read
ready
said
says
seems
separate
shoes
since
some
straight
sugar
sure
tear
their
there
they
though
through
tired
tonight
trouble
truly
Tuesday
too
two
used
very
wear
Wednesday
week
where
whether
which
whole
women
won't
would
write
writing
wrote
half

HOMONYMS

altar - alter
ate - eight
base - bass
be - bee
bear - bare
beat - beet
berth - birth
blue - blew
bow - bough
break - brake
buy - by - bye
capital - capitol
ceiling - sealing
cell - sell
cent - sent - scent
cereal - serial
dear - deer
course - coarse
die - dye
do - dew
dun - done
faint - feint
fair - fare
fir - fur
flee - flea
flew - flu - flue
flower - flour
foul - fowl
forth - fourth
four - for - fore
hair - hare
haul - hall
hay - heigh - hey
heal - heel
heard - herd
here - hear
hoarse - horse
hour - our
lie - lye
made - maid
mail - male
meet - meat
nay - neigh
new - knew
night - knight
no - know
none - nun
not - knot
one - won
owe - oh
pain - pane
pair - pare - pear
peace - piece
peal - peel
plane - plain
principal - principle
rain - rein - reign
rap - wrap
read - reed
read - red
road - rode
real - reel
sail - sale
see - sea
seam - seem
seen - scene
sew - so - sow
sight - site - cite
some - sum
steak - stake
steal - steel
sun - son
tail - tale
their - there
through - threw
to - too - two
troop - troupe
vane - vein - vain
wade - weighed
waist - waste
wait - weight
wave - waive
way - weigh
week - weak
whole - hole
wood - would
write - right - rite
wrote - rote

ADDITIONAL SHARED PRACTICES USED BY ROCHESTER TEACHERS

GRADE ONE

1. Learning Opposites - Children draw pictures to illustrate opposites.
   Examples: play - work
   fast - slow
   tall - short
   Put pages together to make a booklet. This is done throughout the year. The booklet goes home at the end of the year. This can also be varied by using different word meanings.
   Examples: Trunk--trunk of tree, elephant trunk, clothing trunk

2. Spelling Stories - Have the class make up a story. The teacher names the subject, then give them sounds which they are to try to use in as many words as possible. Use different vowel sounds, blends, etc. Put the story up somewhere in the room where the children can see it and refer to it. Have the class choose five or six words which will become their spelling words for the week.

   Carolyn Lautzenhiser

3. Creative Writing - "What Can I Do With A Corn Husk?"
   In the fall we brought in a sack of corn husks for a social studies unit. As an extra dividend we discovered a single bundle from an ear of corn makes an excellent toy. We came up with the corn husk bundle for each child. We took some time to manipulate the corn husk into different shapes. We took paper to write down the child's dictated ideas on the theme, "What Can You Do With A Corn Husk?" Our ideas were written by the teacher or a helper as the child told his story. He wrote his own name on the page and illustrated his idea. The pages were stitched together in a semi-permanent fashion and kept in a special place. As our reading skill progressed we became able to read the booklet. First, the child learned to read his own and then progressed to read the other stories. It has remained our "favorite paperback."

   In addition we also did an art project with this for the hall bulletin board and shared our booklet with others.

   M. Lundquist

4. Finding Out About Books - Children come to first grade with various ideas about the <u>why</u> of books. Informal discussion about why we have books, how they help us, and how we can use them best is my beginning in this activity. Next, I use the poem found in our Preprimer I of Macmillan, <u>Opening Books</u> called "I Am" by Inez Hogan.

   I am

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

We then divide the poem into three parts for illustration. We cut a large paper house with many windows having the first part of the poem on it. We cut another large house with many open doors. We put the second part of the poem on it. We then cut a large paper book with the third part on it. Finally we talk about individual things we have learned from a book. We conclude this by reading the story, "Petunia" by Roger Duvoisin.

5. Vocabulary "Railroad"
The first child says a word. The next child says a word that begins with the ending sound of the previous word. This continues around the group. Words can be spelled out in higher grades rather than just said. No repeats on words.

6. Listening and Speaking
Tape recorded directions are put onto a tape. Shut out external stimuli and increase concentration. Four pupils listen to the pre-recorded instructions and discuss their plan. First, one child begins to tell a story on tape. He can talk for only one minute. The second child continues the story for one minute alloted to him. The third child continues and the fourth child ends the story.

Rewind the tape. Listen to the story.

7. Contractive Concentration
Contractions and their non-contracted form are placed on cards (one to a card). The cards are shuffled and spread out upside down. The first player picks up two cards. If they match he keeps them and then takes another turn. If it isn't a match, the cards are replaced and the next person gets a turn. The game ends when all of the cards are picked up.

L. Gregg

8. Dictionary Game
Teams are chosen. The teacher gives a word to be found in the dictionary. The first team to find the word gets a point.

L. Gregg

9. Sequencing a Story
An original story is written on a chart. The teacher makes dittoed copies and gives them to the children the next day to be reread. The stories are collected, cut into parts, put into envelopes and given back to pupils who arrange them in a logical sequence. When the story is correct it may pasted on paper to be taken home.

Dorothy Greene

10. Sequencing A Story
First graders like to make mobiles and watch them move. Have the children illustrate a story in sequence of events on sturdy paper. Staple into a circle made of cardboard and hang it in the room.

Rosella Bernard

11. Creative Writing
Children from a reading group discussed a possible story theme. As this developed I wrote it down and later typed it. Each child illustrated his part of the story and it was put into book form. Our librarian catalogued the book and children checked it out.

Marguerette Larson

Ideas for role playing

Spontaneous happenings:
What the strong wind did.
A car accident at the corner.
The magician we saw today.
The animal that visited our class.
We are tree-trimmers.
We are watching a fireworks display.
We are water skiing.
We are playing cowboys.

Images of myself:
I am taking medicine.
I am whistling.
I am buying a new hat.
I am crying tears.
I am kneeling before the king.
I am chewing caramel candy.
I am eating corn on the cob.

Helen Renner